

Youth '67

A Study of

Unattached Youth in Mississauga

Youth Branch

Ontario Department of Education



THE RESEARCH PROJECT

This study of unattached youth in Mississauga began partly in response to the desire of the Rotary Clubs of Cooksville-Dixie and Clarkson to initiate effective programs for the youth of their communities. They sought advice as to the form their programs should take. The Social Planning Council of Peel County had also recognized the need to seek some definitive answers in the areas of youth programs. Still another group had formed a committee to initiate an experimental community schools program in Mississauga. The three groups came together with representatives of the Youth Branch of the Ontario Department of Education to discuss the scope of the study that was needed.

As a result the YOUTH '67 research project was undertaken. R. Sadiq investigated the statistics. The field researcher was David Nicholson, graduate student of the School of Social Work of the University of Toronto.



FOREWORD

The most difficult and exciting need of youth, which challenges all of us, is that of exploring carefully the philosophical underpinnings for any operation or program. Too often, we supply programs and then search out a rationale, only to be dismayed when our services are not really apt, our rationale irrelevant, our young people suspicious.

The Youth '67 Research Project in the Town of Mississauga was conceived as an "exploratory-inventory" study of teenage needs that call for community action. From the start the sponsors and workers of the study saw it as a worthwhile exploration in itself, as well as the prelude to action.

It is not a complicated study that was undertaken; yet it is one which harvested material as valid as far more ambitious researches. Its chief virtues stem from the involvement of the workers with youth in the community. The instruments of the research were always shaped by what was learned from the young people themselves. The questionnaire, which was treated seriously and thoughtfully (rare for questionnaires generally), by the kids, grew out of workshop and plaza-side talks with them. It is a study played largely by ear -- but one always sensitive and willing to learn.

If the conclusions are valid, the report should lead to action. And yet action can, with the best of intentions, go awry, especially when it comes to young people caught up in social change so fast that the usual adolescent "hang-ups" become compounded. One way we can help ensure useful action is to leave off seeing the adjustments of young people as problems. We ought to think rather of imaginative response to change, conflict and the challenge these present. To categorize the behaviour of young people as problematic is to create problems.

Dr. Berger's article guides us in just this direction. Though the article is in our Appendix, it should perhaps be the keynote and point of departure for considering this report and any consequent action.

The recommendations of the report are broad but concrete. Other recommendations should follow a detailed study of such specifically Mississaugan needs as those shaped by the isolation of its various communities. Perhaps a "co-op" transportation arrangement of some sort, at least through the summer, may be one answer.


The summer finds many youth in this area without work and without recreation. We might well look into such programs as the Berkley Work-reation Project (see Appendix) for some good ideas and possibilities.

The shape of Mississauga, its history and growth, its relationship to Metro Toronto, make for a youth which has an interesting and rather special profile. We hope this report will be useful, not only to Mississauga, but to areas in the province which share some of the same needs. Let bridges be built.

Rafi Kosower,
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contents

	PAGE
I INTRODUCTION	
1. THE RESEARCH PROJECT	5
2. THE COMMUNITIES	9
II THE WORLD OF YOUTH	
3. SELF-IMAGES OF YOUTH	14
4. YOUTH AND THE TEENAGE COMMUNITY	21
5. YOUTH AND THE ADULT COMMUNITY	29
III YOUTH AND YOUTH SERVICES	
6. YOUTH AND THE LAW	37
7. RECREATION	52
8. EDUCATION AND EMPLOYMENT	67
9. YOUTH AND THE SOCIAL SERVICES	73
10. CO-ORDINATION AND PLANNING	75
IV RECOMMENDATIONS	
i YOUTH WORKERS AND COUNSELLORS	77
ii DROP-IN CENTRES	79
iii CREATING A YOUTH BOARD	81
iv GROUP HOMES	83
v ADDITIONAL RECOMMENDATIONS	85
V APPENDIX	
DAVID BERGER: THE UNREACHABLE TEENAGER AND THE COMMUNITY	86
SAMPLE QUESTIONNAIRE	94
JUVENILE COURT, DISPOSITION OF CASES, 1965	103
REPORT OF THE YOUTH COMMITTEE	104
FAMILY STATISTICS	108
COMPARATIVE PROFILE OF OPTIMISTIC AND PESSIMISTIC YOUTH	109
CLASSIFICATION OF OFFENCES	112
THE DOERS MEET THE THINKERS	114
BERKELEY WORKREATION PROJECT	115
SUMMARY OF REFERRALS TO PSYCHOLOGY DEPARTMENT	117
A TYPICAL WORKING DAY, PETER JOYCE, YOUTH WORKER	118



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INTRODUCTION

I. THE RESEARCH PROJECT

The study had two distinct parts. In the first the researchers talked to people who provide services for youth and those in the adult world coming in contact with youth, teachers, principals, police, social workers, recreation supervisors, the judge, the magistrate, merchants, parents. As these people were interviewed for the project, they were asked about the work they did and what they thought of the youngsters they dealt with.

In sounding out the teenagers themselves, a variety of methods was used: action research and participant-observation are two of them. On looking back, the researchers can identify six basic techniques used in the study: talking to individuals, talking to groups, observation, participation, giving help, and using questionnaires.

i. Talking to Individuals

The researcher's entry into the youth population of a community was usually achieved by talking to one or two of the teenagers hanging around a plaza or other centre. They were asked how they felt about the area in which they lived. The researcher revealed at once who he was and the purpose he had in asking questions. In some cases he was met with the suspicion that he was from the police or the newspaper, or even some sort of delegate on behalf of their parents. On the whole the youngsters were trustful and open, more so, it seemed, than their counterparts in the city. Perhaps Mississauga teenagers had had less contact with such prying people as youth workers. These informal talks not only served as an entry into their groups, they also provided information.

ii. Talking to Groups

When the researcher had become known to a larger group of teenagers, he asked them several times to get together to discuss what they felt about the community, the schools they attended, and about themselves. It was suggested to them that they could perhaps help to improve services in the area by expressing what they thought about the quality of life for the teenager in the community, and they cooperated sincerely. The tape-recorder was used extensively in the group sessions and the participants raised no objections. Neither did its use seem to inhibit their frankness, and the tape seemed to help them to reach consensus. The groups ranged in size six to forty.

iii. Observation

It was essential to "survey" the kids without inhibiting their responses to each other, and to the community. This called for being with them often, through all sorts of activity, and at all kinds of hours. It meant keeping attuned to the often subtle cues they gave in order to "be where the action was".

iv. Participation

To participate in the "action", as well as the less spectacular happenings, needed the development of trust. To achieve this is a prerequisite for any worthwhile observation. That there was confidence, is reflected in the kinds of materials collected.

v. Giving Help

The researcher's role in such a study becomes almost inevitably one of extending sympathetic understanding, and often very practical help to the youngsters. The extent to which such an involvement happened is a measure of the real need in this area.

vi. Questionnaires

A single formal or "systematic" data-gathering device netted a high rate of return and serious responses. The kids themselves were much involved in organizing the distribution and filling-out of the forms. Regardless of its actual value as a research tool, the questionnaire proved a learning experience for both the respondents and the researchers.

Limitations of the Study

Any study such as this, no matter how well staffed or how unhurried, has limitations, and these inevitably shape the work. Given just a few months to discover and catalogue youth characteristics and needs in an area as large and diverse as Mississauga, the research had to be restricted from the beginning. It was, for instance, necessary to focus on three manageable geographic areas in Mississauga. These were Park Royal, Lakeview and Erindale-Woodlands; Park Royal was selected for the most detailed study.

Park Royal is a less than affluent community fairly recently subdivided and still without fully adequate communication links with surrounding communities. Lakeview is an older community and much less isolated; it is also less than affluent. Erindale-Woodlands is a more affluent

middle-class community, but it is still new and not yet well provided with communication links with other communities. Park Royal and Lakeview both had reputations among teenagers and adults as "tough" areas. On the other hand, Erindale-Woodlands is felt to be representative of the future development of Mississauga.

A further limitation was imposed on the study by its terms of reference: it was to be concerned with "youth in crisis". And so it is not a study of all youth in Mississauga, or even of all youth in Park Royal. It is focussed on what might be called "youth in the streets". These boys and girls are certainly not statistically representative of the youth in the area, nor do they necessarily represent all the so-called "problem" youth. Some of the more seriously troubled or disturbed teenagers are those who shun contact with their peers and are rarely found in groups.

The data from the questionnaires must be seen in perspective. In many cases the goal was to sound out the opinions these young people held about themselves, about their communities, and about the services provided in the communities. Their subjective impressions have been filled out with material culled from adult sources. The view has been further enlarged with the researchers' observations and reflections from the literature of the social sciences.

THE COMMUNITIES

As of January 1st, 1968, the Township of Toronto became incorporated as the Town of Mississauga.

The Town of Mississauga comprises many communities. Three were chosen for intensive study in this project (for reasons noted earlier). Three major points should be made about the areas.

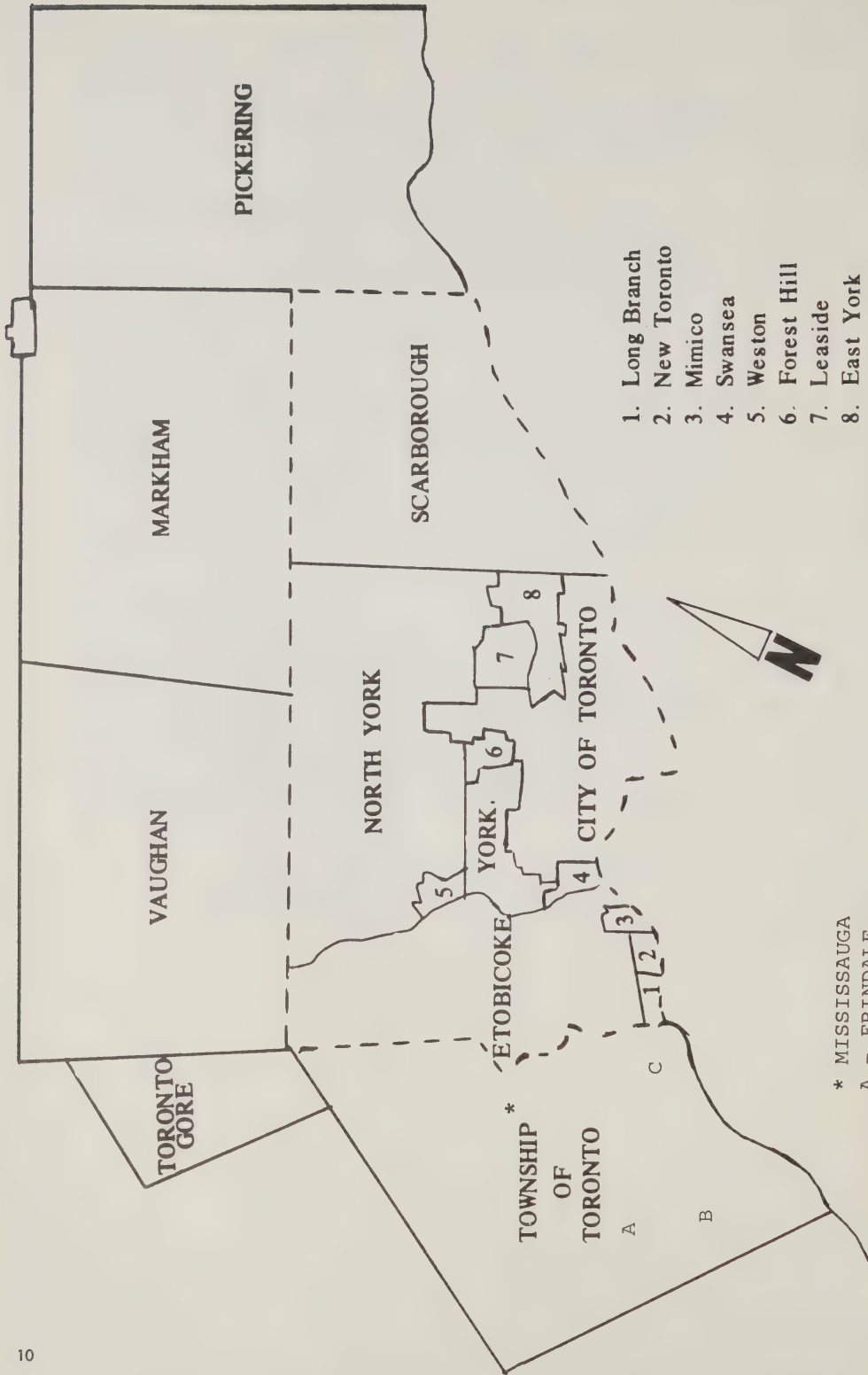
1. Isolation

Not only is the whole of Mississauga isolated from Metropolitan Toronto (although the GO Train and expressways are reducing the isolation, but some communities within the town are cut off from each other. Lakeview is adjacent to Applewood and Port Credit, but Erindale, Streetsville, and Malton have no immediate neighbours.

2. Population Breakdown

It was possible to analyze by age groups the population of our three areas. The percentage of those under twenty is very high; half or more of the population of Park Royal and Erindale-Woodlands are under twenty years of age. Note that the older area of Lakeview has more teenagers, fewer 0-13-year olds than Park Royal or Erindale.

The newer development areas have large populations of subteens. In the future, if these families remain, the percentage of teenagers in the population will climb.

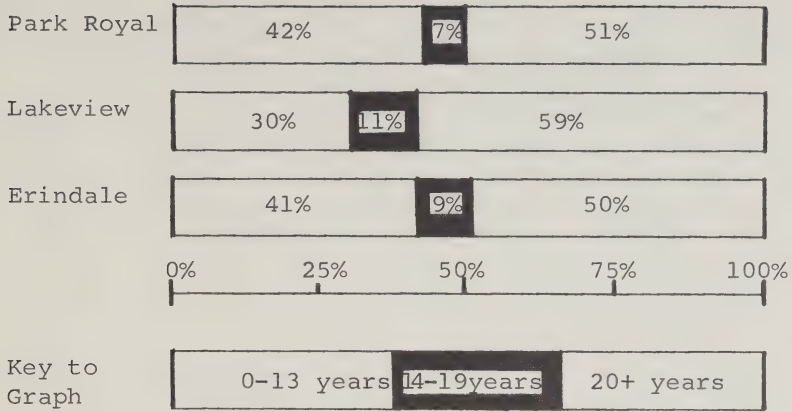


LAKE ONTARIO

- * MISSISSAUGA
- A - ERINDALE
- B - PARK ROYAL
- C - LAKEVIEW

- 1. Long Branch
- 2. New Toronto
- 3. Mimico
- 4. Swansea
- 5. Weston
- 6. Forest Hill
- 7. Leaside
- 8. East York

POPULATION BY AGE GROUPS



3. Future Growth

Population at the end of 1966 - 89,000, at the end of 1967 - 108,000; at the end of 1980 - (estimate of the Mississauga Planning Department) 315,000. This has to be a central consideration in any thinking about youth. Most of the increase will come in the form of new developments in the north Cooksville, Dixie and Erindale areas. This means more families with small children. Contractors and developers are required to leave a percentage of land free for park or community use, but not to build community facilities.

The situation in Mississauga often resembles what Herbert J. Gans finds in an American suburb. It is at least worthwhile to look at our communities in the light of what this sociologist sees in Levittown, and to ask ourselves to what extent he is describing Mississauga:

Specifically, adolescent malcontent stems from two sources: Levittown was not designed for them, and adults are reluctant to provide the recreational facilities and gathering places they want. Like most suburban communities, Levittown was planned for families with young children. The bedrooms are too small to permit an adolescent to do anything but study or sleep; they lack the privacy and soundproofing to allow him to invite his friends over. Unfortunately, the community is equally inhospitable. Shopping centres are intended for car-owning adults, and, in accord with the desire of property owners, are kept away from residential areas. Being new, Levittown lacks low-rent shopping areas which can afford to subsist on the marginal purchase made by adolescents. In 1961, a few luncheonettes in neighborhood shopping centres, and a candy store and a bowling alley in the big centre were the only places for adolescents to congregate. Coming in droves they overwhelmed these places and upset the merchants. Not only do teenagers occupy space without making significant purchases,

but they also discourage adult customers. Merchants faced with high rent cannot subsist on teenage spending and complain to the police if teenagers "hang out" at their places. Street corners are off limits too, so a clump of adolescents soon become noisy enough to provoke a call to the police. Eventually they felt hounded and even defined as juvenile delinquents. Said one twelfth grade girl, "I feel like a hood to be getting chased by the police for absolutely nothing".

The schools are not designed for after-hours use, except for adults and for student activities. The auditoriums were made available for dances, although when these began, the school administration promptly complained about scuffed floors and damaged fixtures. Only at the swimming pool are teenagers not in the way of adult priorities, and during the day, when adults are not using it, it is their major gathering place. But even here, smoking and noisy activities are prohibited.

The design deficiencies cannot be altered, and should not be if they are a problem only for teenagers, but there is no inherent reason why teenage facilities cannot be provided.

HERBERT J. GANS. THE LEVITTOWNERS Pantheon N.Y. 1967.
pp 207-208

SELF-IMAGES OF YOUTH

One of the central tasks in the development of personality during the teenage years is the establishment of identity. The young person has a great need to know where he fits in society; he is concerned with how he appears to others as well as to himself. He needs somehow to reconcile the two images of himself: his and other people's.

This search for identity is accomplished in many ways. Day-dreams and fantasies help a young person explore various possibilities for himself. Identification with popular heroes helps, as does general group-ishness. "Hanging-around" with friends calls for a continuous testing of what one appears to be and what one would like to be. Much of what is called "puppy-love" is not primarily sexual in nature, but an attempt to define oneself by figuratively looking into the mirror of a young love's eyes. Cruelty to those who are different, while obviously not restricted to the teenage period, is partly explained in the context of the search for identity. In general, what others think of a young person strongly influences what he thinks of himself and eventually becomes. A newspaper account reported by Erik Erikson* is particularly significant in this respect.

JUDGE IMPOSES ROAD GANG TERMS FOR BACK TALK

Wilmington, N.D. (UP) - A "smart alecky" youth who wore pegged trousers and a flat-top haircut began six months on a road gang today for talking back to the wrong judge.

* Erik H. Erikson, ed., "Youth, Fidelity and Diversity", in *Youth, Change and Challenge*, page 18, (New York, Basic Books, 1963)

Michael A. Jones, 20, of Wilmington, was fined \$25 and costs in Judge Edwin Jay Roberts Jr.'s superior court for reckless operation of an automobile. But he just didn't leave well enough alone.

"I understand how it was, with your pegged trousers and flattop haircut," Roberts said in assessing the fine. "You go on like this and I predict in five years you'll be in prison."

When Jones walked over to pay his fine, he overheard Probation Officer Gideon Smith tell the judge how much trouble the "smart alecky" young offender had been.

"I just want you to know I'm not a thief," interrupted Jones to the judge.

The judge's voice boomed to the court clerk: "Change that judgement to six months on the roads."

Even though the article is obviously dated, the point remains clear: the judge in this case, despite the outcry of Jones, seems determined to impress upon him that he was a confirmed criminal. Undoubtedly, in the face of so much learned opinion, he soon was.

In the questionnaire circulated in the three areas, it was asked what respondents thought of young people in their community as a whole. Discussion of the answers belongs in the chapter about young people and their friends, but it is also relevant here. In giving opinions about the group, self opinion may be reflected.

YOUNG PEOPLE IN (OUR COMMUNITY) ARE, ON THE WHOLE ...

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
likely to take risks	47%	51%	26%
restless	55	32	28
same as kids anywhere	33	36	38
tough	26	24	10
discriminated against	20	48	8
unsure of themselves	28	12	8
doing fine	17	16	23
lonely	7	25	18
underprivileged	9	12	1
spoiled	1	4	10
scared	2	0	3
overprivileged	1	4	3

Many respondents felt that they or their friends were likely to take risks, are restless and tough, especially in Park Royal and Lakeview. It could be that they are that way, but delinquency statistics in the chapter on Youth and the Law suggest otherwise. It is possible that they may be talked into that behaviour by themselves or others. The largest percentage of answers in Erindale-Woodlands indicated that they felt themselves like kids anywhere, and "doing fine". A sizeable minority felt the same in the other two areas. The different response here might have been due to some hostility towards or fear about the questionnaire. The relatively high incidence of "discriminated against" and "lonely" responses in Lakeview should be viewed as significant. That they feel "discriminated against" is in line with our observations, but that a significant percentage feel "lonely", was surprising.

A significant response, particularly in the Park Royal area, was that over a quarter felt that young people were "unsure" of themselves. This, and response to the following question

suggest that perhaps a fair number of the teenagers are struggling with identity conflicts. This is par for the course. But it would be a mistake to think the community can opt out of helping with these conflicts. The community must find time and interest to include young people - not segregate them. There are, from our observations in the area, possibilities (and the necessity) for helping young people to find participant roles in community life. Strong, meaningful development of identity hinges on this kind of interaction among other things. Although the "unsure" response was high only in Park Royal, the "could use some help" answers were uniformly high. That close to one half of all those answering a questionnaire would admit that they wanted help "in figuring out what to do with themselves", is highly significant and points to the sharpness of the personal crises that can and do occur.

I FEEL THAT I - COULD USE/DON'T NEED -
SOME HELP IN FIGURING OUT WHAT TO DO WITH MYSELF

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
Could use	45%	40%	46%
Don't need	51	56	49

Perhaps this comment of a 17-year-old boy in Park Royal will more clearly demonstrate the link between self-image and reputation on the one hand and thoughts about the future on the other:

"I feel I'm not going to have a very good future because, if I keep up the reputation I have now, I'm not going to get any place, so I'll probably end up in jail in a month. So, I don't know."

In Park Royal 10 out of the 87 respondents felt that their chances for success in life were bad. This response was not proportionately much larger than in the other two areas, and

I THINK MY CHANCES FOR "SUCCESS IN LIFE" ARE-

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
good	30%	40%	41%
average	58	48	49
bad	12	8	3

on the whole the answers were quite optimistic. The ten answers provided a large enough group to study intensively, so a profile was made comparing their questionnaire answers to those who thought their chances "good" or "average". In general, answers were not much different, but there were some revealing responses. More of their mothers worked full-time; more parents, both mother and father, were thought to be not helpful if the person was in trouble. However, almost exactly the same percentage were getting along at home. The pessimists (chances - bad) felt sorry that they had left school and would consider getting more education. More of them felt that the community did not offer them enough; that they had not enough to do in their free time. They felt also that it was hard to make friends in the area, and more felt they could use help in figuring out what to do with themselves. A higher percentage of these had been in trouble with the law, and felt they had been treated unfairly; more respondents in this group felt the police were hostile towards them. We get, then, a picture of kids feeling out of touch with parents and authorities, as well as kids of their own age, with time on their hands, little hope for the future and little idea of what to do about it. This is, surely, the group

of young people (we have seen only a sample number of them) with whom we should be making real contact.

An interview with a 19-year-old boy produced some dramatic and revealing material. One section of the transcript has particular meaning. It illustrates perhaps better than the statistics the mixture of earnestness, idealism and realism, so characteristic of youth. This young man answered that he thought his chances for "success in life" were good.

Q If you had your life to live over, would you lead it the same way?

A No, I think I would change it for the better. The worst is having a feeling that everyone around you is mad at you - you would like to change that type of thing. It seems everything you want to try when you're young, people just don't want to go along with you. As far as I can see you have to be old to do everything. That's about all they think of kids doing - going to school.

Q What kind of work would you be interested in?

A Anything that is interesting - like what you are doing - anything to do with people; as long as it has lots of contact with people. This is a whole education in itself - you learn as you go on, just speaking to people you can pick up new words; whereas you sit at a desk in school and look up the word in a dictionary. I know I will just have to take some kind of job because people don't want to take you if you're young; they don't want to take you because you have not enough education; they don't want to take you as a young person even when he has the ability to learn. They want you to have it already there and this is wrong as far as I

can see.

In the future? It's a hard thing to look at ... as far as I can see, the thing is to be happy, happily married with a good family; enough income to get by good, not expensively, but as long as it's happy and have lots of friends, know lots of people, different types of people - not all good people, people who do wrong things too. Then you can take from what you have seen in all these people what type of person you want to be - you can either be one of the bad people or be one of the good people. Some people are good in being bad. There are lots of people around who are good as people ... as a person, as himself, whereas he makes his money in the wrong way, cheats a little ... To me, to become rich you can't have any feelings for anyone else ... you can't care. Everyone around you is not even a person ... just a stepping stone ... I don't go along with that; I'd sooner have people as a person than have them as a stepping-stone.

YOUTH AND THE TEENAGE COMMUNITY

Normal and inevitable groupings should not be confused with the so-called delinquent "gangs" of the big city, which are a danger and challenge to society as a whole. The average adolescent group has a healthy basis, for it arises out of the need of the young person to find a place in the world where he belongs and is accepted by others whose interests, capacities and attitudes are like his own. It gives him an opportunity for self-expression, affords an arena for his activities, and a testing ground for his ideas and convictions. More than this, the adolescent derives a deep emotional satisfaction from the circumstances of group life. Groups exist both by inclusion and exclusion. The group to which one belongs is one's "in-group". Everyone outside of it belongs to an "out-group". The inclusiveness of belonging gives one strength through solidarity, and the acceptance that belonging implies bolsters one's self-esteem. There is a rigid hierarchy for such groups, from most desirable to most undesirable. Obviously the effort is to be accepted by the most desirable.

Farnham speaks of the importance of group life to teenagers in particular, and explains that groups are fundamental to the growth and well-being of young people.

Since there are few adult-sanctioned, teenage-acceptable meeting places in Mississauga (especially in the newer areas) parks and plazas

Marynia Farnham, *The Adolescent*, page 73
(Harper, New York, 1951)

become informal social centres. This is certainly the case in both Park Royal and Erindale-Woodlands. Although teenage gathering places are necessary, they are not provided in the newer developments. (The summertime Park Royal coffee house is an exception). The adult community often reacts with hostility towards groups of kids in the parks and plazas. Few places acceptable to both parties can be found.

Farnham referred to "the so-called delinquent 'gangs' of the big city." There are, in fact, few such gangs in cities like Toronto. Groupings of teenagers don't often have the cohesiveness and discipline that marks a true gang. However, there does exist within Mississauga a climate and often incidents which begin to resemble gang activity and gang warfare. A dance at Huron Park draws hundreds of teenagers from all over the town and beyond -- fights break out between Park Royal and Erindale groups, Lakeview and Oakville boys. If large-scale "rumbles" don't actually take place, precipitating incidents do. A 17-year-old Park Royal youth describes the situation as he sees it:

Q What do you think about some of the kids from other areas?

A Well, I don't know, as far as Lorne Park is concerned, it seems to be our No.1 enemy like, you know. They're the rich guys, and they look down on us like scum. I mean, some of them guys they think they're king shit, when they get beside you. They discuss your old man -- you know \$30,000 a year and so on, everybody gets smart, you know, and you get thumped down. But, if you're supposed to be in a big rumble, a whole batch of guys are coming down from Hamilton, you probably get the support of the whole area around you, Cooksville and all that. But just coming in

for a little scuffle from Oakville, well no.

Q. Why do they scuffle?

A. Well, nothing much has come out of them yet, you know, but that Friday night when we had it in the plaza there, a whole batch of guys from one side decided to come down and we'd be around there, but the cops would be around. What can you do? You can't start a fight with a whole bunch of cops around. And actually, most of the fights that we were supposed to have with another area, rumbles, they don't show up. Only about two times, three times, they ever showed up.

Q.. What do you think about those guys that are having fights?

A. Well, I don't like it. What's the sense? I'd sooner make friends with anybody than start fighting. There's no point to it. You don't even know the guys. What happens, one guy shoots his mouth off in one area like. We got a mouthpiece in Park Royal. He goes to Lakeview and he's shooting his mouth off ... and we don't even know what we're fighting about, but we just hear that they're supposed to come down and have a fight with us. So everybody's ready for a fight, and you know, most of the guys don't even know what we're fighting for.

The boy's feeling towards a neighbouring area, one which was relatively more affluent and which, we might expect, looked down on Park Royal and its youth, is clear. There is no doubt that the hostility is real. Because of the occasional

gang-type fights that happens, as well as other less tangible factors, Park Royal youth have acquired a bad reputation among both adults and teenagers all over Mississauga. Since close-by Lorne Park has an income level and standard of living quite different, the two areas come into considerable conflict. Social class differences play a part throughout the area.

Lakeview kids are looked down upon by many in areas adjacent to them -- Port Credit and Applewood. The following shows what youth in the three questionnaire areas felt about their reputations:

PARK ROYAL HAS A REPUTATION AS A TOUGH PLACE

Yes	89%
No	9%

Was this reputation as a tough place ...

exaggerated	36%)	37%
completely untrue	1%)	
true	22%)	59%
more or less true	37%)	

The question was put rather differently in the other two areas:

IF THIS AREA HAS A REPUTATION, WHAT IS IT?

LAKEVIEW

"Where the greasers live"	
"Booze, broads & hot rods"	
"rough area, etc..	76%
Favourable response	12%
No response	12%

ERINDALE-WOODLANDS

"Grease"	
"Restless kids"	
"Store loitering"	
"Trouble" etc....	38%
Favourable response	13%
No response	49%

IF YOU SAY A BAD REPUTATION, IS IT:

LAKEVIEW

Exaggerated	58%)	63%
Completely untrue	5%)	
True	21%)	37%
More or less true	16%)	

ERINDALE WOODLANDS

Exaggerated	27%)	34%
Completely untrue	7%)	
True	33%)	66%
More or less true	33%)	

In summing up these results, we may say that Park Royal felt it had a tough reputation, and that this view corresponds with reality. Lakeview also felt it had a bad reputation, but didn't see that it was justified. Most of the Erindale youngsters did not feel they had a bad reputation, although most who did, thought it was an accurate description.

The interesting results are from Park Royal and Lakeview. Kids from both areas have been labelled as "tough". In Park Royal, they agree with the label, and many probably feel it is an honour, or challenge to be lived up to (see earlier section on self-images of youth). In Lakeview, however, the reputation

is one most kids want very much to change. How to do this eludes them and they express frustration that the label seems to stick. Pressure and reputation from outside can make the teenage group more cohesive. But it can also frustrate their efforts to be known for what they are, or are trying to become, rather than for what they once were or others thought they were.

In the questionnaire we asked in each area how easy it was to make friends.

The answers were surprising:

WHAT'S IT LIKE TO MAKE FRIENDS HERE?

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
Easy	76%	84%	90%
Hard	17	16	8

Though Park Royal had the strongest group and community feeling, and Erindale the weakest, the former also had the largest minority who find it hard to make friends, and Erindale the smallest. This seems contradictory at first until we understand that the one large cohesive group in Park Royal is relatively harder for a newcomer or non-conforming person to find his way into. In Erindale-Woodlands, friendship groups are many and varied, providing many possibilities from which the newcomer can choose.

The following incident may help put these findings into perspective:

A near rumble in the Erindale-Woodlands plaza revolved around an Erindale boy who had put his fist through a window after being rejected by his girl friend. He had taken up the face-saving explanation that his badly-cut hand was



the result of a fight with Park Royalers. The two groups met -- there were all the markings of a gang fight until the real story emerged, prompted by the questions the boys asked of him and each other. He and the confronting group were left without a "cause" and the rumble evaporated. The boy himself later confided he had been depressed for a long time and didn't know what to do, where to turn. He was desperate.

Much of the chemistry of intergroup action as it happens in Mississauga and elsewhere is illustrated in this kind of confrontation. As far as the group conflict, spurred on by imagined threats and reputations to be upheld, is concerned, the youngsters were able to work this out on their own. The boy needed help and got it through Peter Joyce. Throughout the summer several other boys appeared to be in desperate situations. The teenage community can support such youngsters only so far. With real crises, professional and accessible help is indicated.



YOUTH AND THE ADULT COMMUNITY

One key step in the personal development of a teenager is his assertion of him or herself as an individual. This move towards independence naturally conflicts with authority and since the most immediate authority is usually the family, friction between youth and parents is the usual result. But small-scale tensions can develop into generalized hostility. Parental reaction to teenage rebellion takes various shapes: two of the extremes are: abdication of all parental guidance and control; or a "clamping down" with highly arbitrary restrictions.

Statistics from questionnaires (see appendix) showed that for the most part the youth of Mississauga still lived at home with both parents. In most cases the fathers of respondents were working. There was a considerable number of Park Royal situations in which mothers were working as well. This may be partly explained by the fact that the Park Royal questionnaire respondents were generally older than those in the other areas.

Because of the project's "slant", there is much more material on family relations from the teenagers' point of view than from the parents perspective.

ARE YOU GETTING ALONG O.K. AT HOME?

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
Yes	75%	80%	82%
No	23	12	18

ARE THERE BIG PROBLEMS FOR YOU AT HOME?

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
Yes	31%	20%	5%
No	68	76	95

When the questionnaire was developed, the second of these two questions was intended to provide a possibility for indicating greater intensity of problems at home, than was suggested in the first question. In Park Royal and Lakeview however, more teenagers felt that they "had problems at home" than had actually indicated they were not "getting along at home". The difference isn't great, but it is interesting. The area ranking according to family problems -

1. Park Royal
2. Lakeview
3. Erindale -

could be due in part to age differences.

Older youth inevitably have more conflict with parents than younger ones. At any rate, if the response were honest, the overall level (from 5% to 31%) seems to be quite low for parent-teenager problems. It is possible that some kids didn't feel free to answer. One girl said she was getting along at home, but explained:- "What goes on in one's house is personal. Everybody has problems now and then". However, others did feel free to answer and to specify:-

"mother is interfering in my life"

"drinking"

"boys"

"I can't stay out late"

"my old lady won't let me have long hair"

"not exactly, but they are bothersome"

"my mother and father do not get along,
I go to sleep at night listening to
them fight and wake up listening to the
same thing"
"they bug me - get on my nerves"
"freedom"
"I'm having great problems with myself
as far as finding happiness and love
are concerned"
"father drinks"
"parents despise each other, father
dislikes children"

An interview with a group of boys and girls at the Erindale-Woodlands plaza drew their opinions on parents. Parents in general were seen as setting-up unrealistic rules. Most felt that parents didn't really understand what was important to teenagers. Yet almost all felt that they could talk to at least one of their parents about their problems. The most recurring characteristic mentioned was lack of trust; that their parents didn't trust them was most felt in situations such as going out at night, using the car, being with members of the opposite sex.

That Erindale teenagers felt they could talk to at least one of their parents seems to be confirmed by the questionnaire response. Here, Erindale parents emerge fairly positively. Over one quarter of Park Royal fathers were seen to be not helpful and in Lakeview close to one half.

In all three areas mothers were seen as more approachable than fathers. Lakeview answers might indicate that the incidence of family problems is higher than was shown by responses to the earlier questions.

HOW WOULD YOUR MOTHER REACT IF YOU WERE
IN TROUBLE?

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
angry but helpful	55%	36%	59%
understanding & helpful	<u>30</u>	<u>40</u>	<u>33</u>
Total helpful ...	85%	12%	92%
angry & not helpful	9%	12%	3%
understanding & not helpful	-	-	-
wouldn't care	<u>3</u>	<u>4</u>	<u>-</u>
Total not helpful..	12%	16%	3%

HOW WOULD YOUR FATHER REACT IF YOU WERE
IN TROUBLE?

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
angry but helpful	55%	24%	54%
understanding & helpful	<u>16%</u>	<u>28%</u>	<u>36%</u>
Total helpful ...	71%	52%	90%
angry and not helpful	14%	24%	8%
understanding & not helpful	7	4	-
wouldn't care	<u>7</u>	<u>16</u>	<u>3</u>
Total not helpful	28%	44%	11%

Perhaps these two statements from interviews illustrate family life more vividly than do the statistics. The second, both sad and frightening, points to the kind of family crises that can and do arise:

1. Q. What do your parents do?

A. Well, you know, they both work ... my father drives buses. He's gone maybe 14 or 15 hours a day or more; and he just comes home, sleeps and eats and then goes back to work. And on the week-ends, especially this summer, they've been starting going camping a lot, fishing. They never used to go out much.

Q. You don't go on these?

A. Oh, yes, I went last weekend with them as a matter of fact -- quite a trip for a weekend! and fishing too! Lots of fun, caught 17 fish.

Q. Do you get along pretty well?

A. Oh, yeah; no trouble at all. Right now, while I'm out of a job, they're paying my bills. I got my car to pay for -- that's 80 bucks a month; and when I was in a group I got stuck with a whole bunch of equipment. I got an amp 30 bucks a month and I pay my sister 12 bucks a week for money she loaned me for a guitar and an organ; and I got a p.a. system, which I split and I sold the mikes. I paid my sister -- I pay about 52 bucks a week now. We get along pretty good.

2. I had another fight with him once. One night I was baby-sitting, they come home and my dad was drunk and he fightin' with my mom, and I woke up and they were fighting in the hall, just in front of my bedroom there. I told him to leave her alone, and he came in and grabbed me out of bed. So we started fightin' in my bedroom.

I got him down on the floor and I was holdin' him there. Mother was cryin'. I just got up and ran out of the house and he come out after me lookin' for me. I ran up the street into one of the neighbours' houses and I phoned the cops. And I phoned home. My mom answered the phone -- and my dad was out lookin' for me. He hadn't come back in the house yet, so I told my mom to get out of the house and I said I'd phone the cops. So I phoned the cops and my mom came up the street. So I came back down with her and dad was sittin' on the couch cryin' and then the cops came. And then they come in and started questioning the old man. They were sort of pickin' on him so I told them to go to hell and get out.

Mom talks about, oh, we'll leave him and we'll get an apartment. Sometimes I wish that she'd do it. He never ... if he'd offer her a cigarette or somethin' like that, you know, if he'd just give her anything. He never gives me anything.

The locations throughout Mississauga where adults and teenagers come into contact and conflict are the plazas. Often the only place for kids to hang around, or at least the most acceptable place, the plaza can become a battleground between the generations. On the one hand, gangs or groups of teenagers inside stores, or outside blocking the sidewalks, hinder the flow of business and alienate both shopkeepers and adult customers. On the other hand, teenagers do need a place to "hang around". Tension inevitably builds. But the plaza problem is only symptomatic of other deeper faults in the suburb.

Herbert J. Gans has this to say about a lower middle class American suburb. In general his study finds the suburb a good place for adults but "Endsville for adolescents";

"The problem is twofold: restrictive adults want adolescents to be children preparing for adulthood, and are threatened by the teenage or youth culture they see around them. They expect teenagers to behave like children. They are supposed to participate in the family more than they do and, legally still under age, to subsume their own wishes to the adults... Adult solutions to the juvenile problem were generally shaped by other institutional goals which took priority over adolescent needs. The organizations which scheduled dances wanted to advertise themselves and their community service inclinations, even competing for the right to hold them. The churches set up youth groups to bring the teenagers into the church. Indeed, those who decide on adolescent programs either have vested interests in keeping teenagers in a child-like status (parents, educators for example) or are charged with the protection of adult interests (police and politicians) ... Recreational and social facilities are not enough. Part of the adolescent dissatisfaction with the community - as with adult society in general - is their functionlessness outside of school. American society really has no use for them other than as students, and condemns them to spend most of their spare time in recreational pursuits. They are trying to learn to be adults, but since the community and the larger society want them to be children, they learn adult-

hood only at school - and there imperfectly."

(Herbert J. Gans, *The Levittowners*, Pantheon, N.Y.
1967, pp. 206-216)

YOUTH AND THE LAW

The problems of delinquency cannot be understood outside the context of the total community life. A corollary of this is that the problems of delinquent youth are different from those of non-delinquent youth only in degree, not in kind. Delinquency and law-breaking can have roots in family difficulties. Relationships with the adult and with the peer, teen-age world, with the physical environment, or with the law itself, play key roles too. For now it is enough to discuss the extent and nature of offences against the law, the services provided by the community to offset them, and the attitudes of the youth of Mississauga to those services.

A. THE EXTENT AND NATURE OF OFFENCES

Comparisons of Lakeview, Park Royal and Erindale-Woodlands

14 to 15-year-olds

Of the total population of this age-group in Mississauga, 3.3% were found guilty of offences by juvenile court in the year 1966. The percentage was a little higher in Erindale-Woodlands (3.6%), lower in Lakeview (2.5%), and much lower in Park Royal (1.1%). These figures contradict the common myth that describes Park Royal and Lakeview as "tough" areas for the police. It could also mean, of course, that Erindale-Woodlands juveniles are less sophisticated in their dealings with the police. In any case, the percentages in all three communities seem comparatively low. Indeed, police headquarters confirms that the juvenile crime rate is generally low in Mississauga, and that no one area is significantly worse than any other.

16 to 19-year-olds

The general level of convictions is even lower in the 16 to 19-year-old age-group. Of the total population in this group, 2.8% were found guilty of offences by magistrate's court in 1966. The rate was a little higher in Lakeview (3.1%), lower in Park Royal, and still lower in Erindale-Woodlands (0.8%). Again the figures belie the myth of the "crime centres" in Lakeview and Park Royal. If there are areas of higher conviction rate for young adults, they must be elsewhere.

Comparison of Offence Types, and Comparison of Offences by Mississauga Youth and by Out-of-Town Youth.

13 to 15-year-olds

The various categories of offence are discussed below in the order of their conviction rates.*

1. The highest rate was for offences involving damage to property. Young people often express rebellion in offences against property, and they tend to be more frequent in new communities where much construction goes on. In older, more settled communities, this offence type comes second or third in frequency. Bulldozers and half-finished houses hold an irresistible lure for young boys. The statistics may reveal more adventurous spirit than criminality. There are few out-of-town cases in this category. Apparently, youngsters do not travel far to throw stones at windows.

*To understand exactly what offences are included in this category, see appendix.

2. The second highest frequency is for crimes involving violation of property (e.g. theft, shoplifting, breaking-and-entering). A relatively

high rate for shoplifting is shown. Need is not usually the motivation for this offence, as much as mischievousness and the desire to see how much one can get away with. Both police and judge castigate the inviting and available displays of merchandise so popular with merchants. There is a fairly high rate for these offences by juveniles from out of town. This probably reflects the shoplifting that goes on at plaza stores that draw customers from outlying areas.

3. The third category is labelled "miscellaneous" and the main offence turns out to be "causing a disturbance".

These three at the top of the list are followed by:

4. Offences involving cars. There is a relatively high percentage of out-of-town cases due to the mobility of the automobile.

5. Offences of morality and relationship.

6. Offences involving violence against persons.

16 to 20-year-olds

In the case of the older teenagers, the frequency rates occur in a different order.

1. Offences of "morality and relationship" appear at the top of the list, probably because of the number of convictions for liquor offences. Luckily liquor offences contravene the Liquor Control Act and not the criminal code, so that the convicted offenders do not acquire a criminal record. (From direct observations during the summer of 1967, it appears that the number of convictions is low in comparison to the number of violations.)

2. The fact that offences involving violation of property are second in frequency for this age-group indicates that some older teenagers have graduated from shoplifting to full-scale theft and breaking-and-entering.

3. Offences involving cars are third. Since so much of teenage life and action takes place around cars, it is not surprising that a high number of offences do as well. This category includes some major driving violations, joy-riding and theft. The number of out-of-town young adults convicted in Mississauga courts is larger than the number of local boys.

4. Offences involving violence to persons comes a close fourth to offences involving cars. Large dances like the ones at Huron Park are the sites of "scuffles" that result in arrests for assault.

5. Offences involving damage to property fall to fifth place for this age-group.

6. The "miscellaneous" category is sixth.

B. LEGAL SERVICES

(a) Police

Most teenagers, at one time or another, have contact with the police of their community, whose job it is to protect them.

Youth Officer

Sgt. John Kelly of the Mississauga Police Department has been named Youth Officer in connection with the experimental community schools program. He will work mostly from Allan A. Martin Public School, and his area will be that bounded by

Cawthra Road and Etobicoke Creek, the Queen Elizabeth Way and the Lake. Though a detailed job description does not yet exist, his work will be based generally on the program of Flint, Michigan, the forerunner of all community schools programs on this continent. The object of his work will be to keep cases out of the courts, if this is decided to be desirable. When a case comes to Sgt. Kelly's attention, there is likely to be a group meeting concerning it. The group is likely to include the young person's school principal, a psychiatrist from the Board of Education, and attendance counsellor from the Board, a nurse and Sgt. Kelly.

The possibilities of the Youth Officer program can be illustrated with an example. A mother telephoned the Police Department to report that her 11-year-old daughter had run away from home for the second time. The girl returned before the police had had time to complete their search. Previously nothing further would have happened in such a case, but now it was referred to Sgt. Kelly who interviewed the girl and visited the home. The girl's parents were separated and the mother worked to support the girl. "I needed my Dad", the girl told Kelly, though she failed to reveal this before her mother. The principal of the new school to which the girl will go in the fall has been alerted to her difficulties, as has the psychologist and a minister of the family's denomination. The case was referred to an appropriate social agency. Perhaps this is one case the probation officer will not have to handle.

(b) Juvenile Court

The care and custody and discipline of a juvenile delinquent shall approximate as nearly as may be that which should be given by its parents and that as far as is practicable, every juvenile delinquent shall be treated not as a criminal but as a misdirected and misguided child and one needing aid, encouragement, help and assistance.

Sessions of Juvenile Court are closed to avoid publicity that might be harmful to the youngsters. Since cases are not reported in the press, there is a special responsibility on the Court to see that each child has a fair hearing. Youngsters before the court may be given a psychiatric assessment, and a social history may be prepared so that the judge has adequate evidence on which to base his decision in the best interests of the child.

The judge has a variety of choices in disposing of cases. The charge may be withdrawn by the police, or the judge may dismiss it himself. The case may be adjourned sine die, which brings the case before the court again in six months or a year, when it is likely to be dismissed if the young person has not been in any further trouble.

A small number of juveniles was placed in foster homes in 1965. One third of the cases that came before the Peel County Juvenile Court in 1965 were disposed of by the imposition of a fine upon the youngster or his parents. Over one quarter were given probation and one third were sent to training schools. A few were given special work projects, or essays to write.

Few people ever have the opportunity to see Juvenile Court in action. Here are three cases observed during the summer of 1967:

1. The policeman on the stand said a 15-year-old boy had acted as lookout for three other boys stealing from a variety store. He said the boy had admitted his part in the theft when he was first confronted with the facts. The officer also volunteered that the boy had seemed penitent and returned his share of the loot to the store owner; he had been cooperative in every way. The judge asked the boy's father about the home life and his progress in school. He asked the boy why he had taken part in this crime, and about his ambitions. The boy answered that he had wanted to be a teacher, but now from his dealings with the police he wanted to become a detective. The judge adjourned the case sine die. The boy had never been charged before.

2. A 13-year-old boy had apparently taken several pieces of equipment from the school music department. There was a record of past theft about which the judge asked him. The judge also enquired about his school work, and spoke to the mother about her separation from her husband. The case was remanded and the probation officer was asked to prepare a social history.

(d) Legal Aid

There is a duty counsel from the Ontario Legal Aid Plan (see Appendix) who is present on all court days. The judge and magistrate seem to make it a point to ensure that both youngsters and families are aware that they can have a lawyer, if they want one. Because it is a new service, many teenagers do not know that legal aid is available or realize how valuable it can be.

Applications for legal aid take time to process so that it is approximately a week before a legal-aid lawyer can act on a case. Twice during the summer this caused hardship. In one case an unmanageable girl had run away from her mother and had been convinced by the judge that she should seek legal aid, but this meant that the case could not be heard for nearly two weeks. The girl refused to go home and so the only place available was the Metropolitan Detention centre.

Luckily this case and the following one were both resolved through intervention of the youth worker.

The other case involved a boy in jail after having been caught stealing a purse which he had later returned. He did not want to wait for legal aid because his father had refused to put up bail and he would have had to spend the time in jail.

(e) Youth Worker

Peter Joyce who works from the Lakeview "drop-in" centre provides many services for kids. Since he acts as a friend when they have to go to court, he makes sure they know of the existing services such as legal aid. Even if he can give them no advice he assists by giving them the opportunity to "talk" out their feelings about

The probation officer has a difficult two-sided role. When he is interviewing a young boy or girl he is acting as counsellor, but also as guardian and almost as a policeman. The latter part of this role may set up a brick-wall obstacle to "getting through" to the youngster. In addition, the probation officers have such heavy case-loads they are only rarely able to see the parents or the family; they are only able to see each charge about once a month.

In 1966 a small-scale parent-group counselling project began and worked well. Besides individual counselling and the small amount of family counselling, the probation officer provides investigation of reports, supervision of parolees, ensuring that the youngsters get fair treatment in juvenile court, collecting background information for social histories, and occasionally locating foster homes.

An experienced probation officer of Mississauga finds that divided parent and boredom are the two major problems among those boys and girls who visit him.

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being arrested or going to jail.

(f) Detention Facilities

When detention is necessary, Peel County Juvenile Court must make use of the Metropolitan Toronto detention centre.

Detention facilities in Peel County are scarce. Juvenile court must use Metropolitan Toronto detention centres. This necessitates a great deal of travelling to and from Toronto.

B. HOW SERVICES ARE PERCEIVED BY YOUTH

In many situations, people who feel strongly against the status quo are the ones who are most articulate in expressing their opinions. Three opinions on the law and their relation to youth are included here, without comment. They should be understood in the light of preceding and following information.

1. Question: What about the guys and the trouble that has been around here ---- do you think they have brought it upon themselves?

Answer: I don't think there is any real bad trouble. I just think they are looking for it more. Like they say, you can't go five miles driving without disobeying the law --- now if they had a cop following every person, think how many times they'd catch them that's the way it is around here they are always following you, looking to see, trying to find always waiting.

Question: Does it bother you?

Answer: I care. I do the things the other guys do but when the cops are around I get out or if they do come in, I just play it cool.

2. Letter to The Weekly, August 30.

"Police Against Teenagers?"

SIR: On Sunday night about 8 o'clock I witnessed an event that made me wonder. Three teenage girls, my niece and two others I know well, were standing talking on a corner in Port Credit proper when a police officer in a car arrived.

He told the girls to move along. Two of the girls began to leave and my niece stayed to talk to me about a personal matter concerning my little boy. Then the officer shouted out the window of the car, "Look I told you once to get going, now move along." I told my niece she had better go.

When I saw her a few minutes later she was on her way home. I asked her if they had been in any trouble with the police. She said "no" and that usually they didn't get this kind of treatment from the police. They know by sight most of the officers as they go to the dances at Clarke Hall and frequent the restaurants here with their boy friends. They did not recognize this policeman and figured he must be new.

My point is, no wonder the "COPS" become hated by teenagers when they get treated like criminals. This is not a police state.

I believe these officers either of low mentality or lacking the ability to communicate effectively without bullying should be given a course in public relations or at least good manners. - D.R.F.

3. In response to a question about what teenagers need in this area:

We need justice. You go to jail for drinking under age, a non-criminal act, and they beat you up. What are the alternatives? You either tell and you might get a little bit of justice but in return you get dogged for the rest of your life -- so you keep your mouth shut, take the humiliation of it and everything and you get off a little bit in your sentence.

(a) Attitudes toward Police

In all three areas concentrated upon in the survey, there were substantial feelings that the police were against them but in Park Royal the feeling of prejudice was almost overwhelming. Here, kids see themselves hounded and spied upon. One surprise was that more felt this way in Erindale-Woodlands than in Lakeview.

It is interesting to compare the attitudes towards police and other legal services of those who have had contact with them, with those of the general youth population as a whole. In Erindale and Lakeview, there was approximately the same feeling about fair or unfair treatment among those who had had contact and those who had not. In Park Royal, however, a majority of those who had contact felt that the law was fair. Among respondents as a whole, the percentage of those who felt this way was smaller.

There is then, a definite split in opinion concerning the fairness of police. Many felt either that all policemen were fine, or that like all human beings, some were fair and some were not. However, there was a disturbing number of minority opinions hostile to the police.

A feeling common in all three areas was that if you had been in trouble before, you were treated much differently by the police than if you had not. Respondents in Lakeview and especially in Park Royal felt they were picked on by the police solely because they were from Lakeview and Park Royal. This may well be at least partly true. A policeman questioned on this score denied there was this kind of prejudice, but did admit that police probably gave, in his words, "special attention" to Park Royal young people. In the eyes of teenagers special attention seems much like discrimination. Although the proposed assignment of the special youth officer will bring greater training and understanding to youth-police relations, it is still the "cop on the beat" who is most in contact with the kids, and so it is from, and with him, that new police-youth relationships will have to emerge.

(b) Attitudes to the Courts

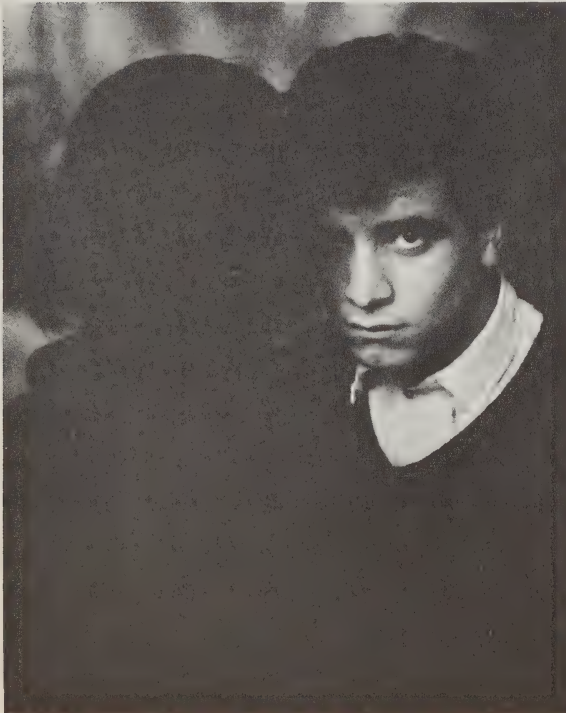
Young people on the street did not seem to understand the rehabilitative concept and non-punishment philosophy of juvenile court. If a boy or girl gets probation or is sent to training school that seems to them to be punishment. An example: A Park Royal boy was arrested and convicted for relatively minor property damage. As well as having a previous record, the boy had several times threatened suicide. The magistrate sentenced him to 18 months in the reformatory, reasoning that he needed psychiatric help and that at least this length of time would be required for the treatment. The youth of Park Royal saw this sentence only as drastic and unfair punishment. They expressed the feeling that the magistrate was prejudiced against people from their area.

The attitude of the teenagers in this case was entirely understandable. Complete loss of liberty in a training school or reformatory seems to them to be punishment, no matter what the purpose or philosophy behind it.

The conditions attached to probation, curfews, limitation of travel, and separation from friends, is also regarded by youth as punitive, in spite of the reformative purpose that is usually expressed by the magistrate.

(c) Attitudes to Probation Officers

Although probation itself is seen as punishment, and although clients are obliged to see the probation officer at stated times, all the boys and girls who were or had been in that position expressed appreciation of the officers' efforts and attitudes.



YOUTH AND RECREATION

Q So, what do you do during the day?*

A On weekdays? Well, in the summer holidays, if anybody doesn't have a summer job, you will see him standing up in front of the plaza with nothing to do. There is just nothing to do. The pool hall is closed; you can't even shoot pool. So all you can do is go and have a coke at the restaurant and stand out front unless you want to go home.

Q What's an average day like?

A I get up ... well, let's say I get up about eleven o'clock, eleven-thirty, wait for my mother to come home, have lunch; half the day I just sit home and watch television. And the other half of the time, I just go up to the Plaza and stand around with the rest of the guys that aren't working -- just shoot the bull for about two or three hours and then go home again, have supper and come out and shoot some pool, and sit around and talk again, "cause there is absolutely nothing to do.

On a real hot day I'd go swimming just about every day up at Erindale, and now they've got posters up there -- "no swimming", so now we got nowhere to swim.

Like it was banned. They got a "danger" sign out there, 'cause a guy killed himself out there last week. And now they got posters there, so you can't swim, period; and you can't swim in the lake, 'cause it's too dirty. So you've got nowhere to swim here now.**

You got to go about thirty or forty miles to go swimming.

Bad scene all around.

*from a conversation with P., age 18.

******This is not actually so. The boy's comment may indicate several things. Among them, that he (and others) are searching for something other than neighbourhood swimming pool arrangements. The atmosphere and structure of the pool may not be comfortable for them.



Lining up a cue shot

P~RESENT RECREATION SERVICES: A quick guide to what already exists and is planned.

1. Recreation Department

a) HURON PARK

Among its facilities are: arena, auditorium,
pool, health centre,
handball court and
squash court.

The centre is used for occasional Friday night dances which bring together teenagers from all over the area.

The problem here is one of distance; those without cars find the centre difficult to reach. There is a social distance too -- some of the facilities are seen as too posh by some kids. However, this doesn't seem to prevent anyone from going to the weekend dances. It does serve its purpose.

b) TRIPLE S

This program is designed for the 13-16-years-old group. Sports, crafts and other activities such as dances are offered. Kids participate to some extent in planning this program which meets at three centres during the week.

Lakeview School	Tuesday
A. A. Martin	& Friday
Park Royal School	Monday &
	Wednesday
Malton	Thursday

c) CHEZ BERKEL

A coffee house in Erindale-Woodlands. Its swimming-pool changing room facilities of the summer become a coffee house arrangement during the rest of the year. It is run by some teenagers in conjunction with the Department for one night a week. The 50¢ admission tag helped provide some live entertainment, largely folk music.

d) There are swimming pools and tennis courts throughout various areas in Mississauga. Erindale has both pool and courts, Park Royal has neither. In any case, older teenagers make little use of these facilities.

e) RECREATION SURVEYS CONDUCTED BY THE DEPARTMENT

These are carried on in different areas every year. Questionnaires are circulated in the different areas; they list the possible programs and ask for indications of preference and interest. These surveys assume that certain types of programs are the ones that are needed. The pre-choosing of categories tends to defeat the stated purpose to search out what is needed and wanted.

Teenagers, especially rebellious ones, are hostile or indifferent to attempts by the adult community to "structure" their recreation. To find out what one wants, needs, is a process in itself. Kids are not able to say right off "what they would like". Certainly, not in terms of possibilities that are already "packaged".

f) PLANS FOR THE FUTURE

There is a "Master Plan for Parks and Recreation for the Township of Toronto", now the Town of Mississauga, (revised February, 1966). The shape of the plan includes:

i) Area Supervisors.

Up to 7 supervisors will co-ordinate recreation plans for each area.

ii) Recreation Centres

small-scale Huron-Park-type centres in
Lakeview
Clarkson-Lorne Park
North Dixie
Malton.

iii) Neighbourhood Swimming Pools

for 10 areas, with Malton and Park Royal
as first priorities.

There seems to be a healthy flexibility in the scheme as it has been outlined.

At present its only contact with "hard-to-reach" youth is through the drop-in centre, but Bill Hare, Commissioner of Parks and Recreation, would be willing to consider suggestions such as the expansion of the drop-in program.

g) YOUTH CENTRES

In the past several years, many different types of drop-in centres have been established as a means of attracting young people. While there are differences among drop-in centres as to specific purpose and method, loosely structured programs appear to be at the core of the work. Membership or prior commitment to attend are not usually demanded. Just being there, rather than active participation, is often the minimal expectation.

Purposes and Forms of Centres

The drop-in centre movement is proliferating among church and voluntary agencies (Y's for example) in the Toronto area and other municipalities.

The idea is to provide a facility and program with relative lack of structure - that is, the program is not set, pre-cast or prejudiced as to type, operating hours, or administration. Much of its activity should be spontaneous. Whatever is organized should develop naturally from efforts of the young people themselves, at their own speed.

LAKEVIEW DROP-IN CENTRE -- PETER JOYCE

This centre was first renovated by the Optimists and is now sponsored by the Recreation Department which also provides the space. The centre started in January, 1967, in reaction to the fuss generated by the report (1965) of Bob McElhinney, a detached worker who at the time painted a very negative picture of Lakeview youth.

Lakeview drop-in is a place for teenagers to go and be themselves, play pool, watch T.V., fool around with their friends. Through all this Peter Joyce plays an active, but low-key role. He gains the respect and trust of the kids and is readily available to help them with their personal problems. If need be, he is ready to help with legal matters, to go to court on a youngster's behalf and to work closely with probation people. Peter began an "Operation Odd-Job" scheme. This work plan is at least a "dent" in the right direction of providing summer work possibilities for kids. There is an account of a typical work-day in the appendix.

PARK ROYAL COFFEE HOUSE

This coffee house was established over the summer of 1967 at Park Royal Community Centre. It was initiated by Park Royal Community Association, the Park Royal Merchants Association, St. Christopher's R.C. Church and Sheridan Park Royal United Church. The Caraveners, which is a United Church-sponsored summer service program, came into the community to run it. This United Church program focuses on "worthy" community, non-church-oriented projects. They saw the Park

Royal coffee house providing a place for teenagers to get together. Towards this end, the Caravaners acted as organizers rather than as social workers. Early in the summer, the youngsters felt that they were able and willing to take over responsibility for the operation themselves. The kids formed a committee, asked to share responsibility and the Caravaners' role became largely de-emphasized.

The coffee house was open 6 afternoons and 5 evenings a week. Card playing, chess, shuffle-board, but mostly informal talk and being together was the shape of this program.

h) DANCES AND OTHER RECREATIONAL POSSIBILITIES

There was a number of regular dances held by churches and other voluntary organizations. Among the noteworthy ones:

Park Royal Teen Town
Hole in the Wall
Erindale-Woodlands
Discoteque

There were, of course, also school-run dances through the winter.

Private commercial enterprises also provided such possibilities as bowling lanes, pool halls, hobby centres, movies and restaurants. Many of these became the essential "places to hang around" and so promote the friendship relationships of teenage life.

WHAT THE TEENAGERS SAY

Some answers to the questionnaire give interesting information on recreation.

DO YOU BELONG TO OR GO TO A CLUB OR GROUP ACTIVITY?

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
Yes	72%	72%	49%
No	25%	28%	51%

The higher percentage of "yes" answers in Park Royal and Lakeview attest to the popularity of the two drop-in centres: The Park Royal Coffee House and the Lakeview Drop-In centre. "Yes" respondents indicated that these places were the ones they went to. The absence of such a place in Erindale-Woodlands explains the response there. The percentage of "yes" answers would have been lower if the age group had been as high as in the other two areas. Most of the "yes" respondents indicated they were members of sports or scout-type groups, which attract few older teenagers.

ON THE WHOLE, DO YOU HAVE - ENOUGH/NOT ENOUGH/ TOO MUCH - TO DO IN YOUR FREE TIME?

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
Enough	33%	32%	39%
Not enough	59%	60%	59%
Too much	5%	4%	0%

The answers to this question show a similar pattern. In all three areas few feel they have too much to do, a third feel they have enough to do and 60% feel there is not enough to do in their free time. It is quite likely that the 60% would have been much higher in Park Royal and Lakeview were it not for the Coffee House and Drop-In centre.

WHAT OUR COMMUNITY NEEDS MOST IS -

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
More recreation facilities -	70%	68%	59%
Different kinds of recreation facilities -	16%	4%	26%
Adults who understand us -	45%	32%	31%
More freedom -	37%	32%	23%
Less freedom -	3%	8%	3%
Job training courses	34%	60%	20%
Better opportunities	44%	32%	39%
A psychiatrist -	5%	12%	8%

This question puts the matter of recreation into perspective relative to other teenage needs and desires. As the figures show, "more recreation facilities" turns out to be the number-one demand. An interesting sidelight is that fewer in Erindale-Woodlands feel this need, although that again might be explained by the lower average age.

It could be said that the response to "different kinds of recreation facilities" shows the relative satisfaction of the teenagers with existing programs. Lakeview kids with their Drop-In centre were quite satisfied, Park Royalites with the Coffee House were less satisfied, and Erindale-Woodlands young people were most dissatisfied.

IF I WERE ASKED, I WOULD/WOULD NOT HELP TO ORGANIZE ACTIVITIES FOR TEENAGERS.

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
Would	91%	96%	77%
Would not	6%	0%	15%

Answers to this question very simply show the untapped potential (in willingness at least) for help in organizing activities.

REACTION TO PRESENT RECREATION

1. Traditional Structured Programs.

Such activities as Scouts, Guides, Church groups and organized sports are often ignored by the teenage population (especially the older ones). Natural teenage rebellion and the need for personal identity within the peer-group culture seem to conflict with the organization of structured activities. These are the kinds of activities ignored by "street" or "plaza" types of youth.

2. New Unstructured Programs.

The Lakeview Drop-In centre and Park Royal Coffee House are two examples of casual, relatively unstructured programs. For some teenagers they are too unstructured; they required a more directed type of recreation. For others, however, they presented places that were, above all, friendly and not alien to their way of life. To a limited degree, the youngsters could shape the programs the way they wanted. There were problems, of course, each centre had its own drawbacks.

Lakeview Drop-In Centre:

The fact that this was the only centre of its kind in the area made it too popular. Children from the age of 8 up considered it their own. Naturally, teenagers of 18 couldn't feel completely at ease in such a place, and gradually older teenagers stopped coming.

Park Royal Coffee House:

One of the major requirements of a successful drop-in program is that the teenagers come to regard it as their own. Although those who ran and sponsored the Coffee House meant well, a binding situation existed. The premises did not belong to them, for they had to be used by the adult community as well. Unavoidable tensions created lack of trust on both sides and made the Coffee House seem just another adult-run institution.

3. In General

As the questionnaire answers show, young people felt there was not enough available recreation; in Erindale-Woodlands they felt that the recreation they had was not of the right type.

HOW LEISURE TIME WAS SPENT

If available recreational services didn't appeal to many, how did they spend their recreation time, and what were the qualities that characterized those activities?

One answer to this question can be seen at the beginning of this chapter in the account of how one 18-year-old boy spent a typical summer day. Another is "the club", an informal grouping of boys in one of the areas studied, which eventually formalized itself into a fraternal-type organization. An 18-year-old explains it on a tape recording:

Bill - Well, we have a club in, we just call it "the club", you know, that's our name - "the club". We have a scrapbook, a logbook and a photograph album.

Q. - How many guys are there?

Bill - Well, we had 20, but the membership's dropped because we had to throw some out because of trouble. We got 15 right now.

We had our anniversary just last week-end. You know, it started off with 6 guys drinking in a garage. They wanted to form a little club, so they formed a club - sort of a drinking club. We all drink together. And it grew a little bit, and it became not just a drinking club, but a friendship club. All the guys that are in it are the best of friends. And as the club grew a little bigger, we assigned a treasurer and a vice-treasurer and all the whole bit, secretary and all this. We just had votes last week. I could have taken vice-secretary, I think, but I wanted vice-photographer. I couldn't get that, so I didn't take anything. And anyway, we plan all kinds of stuff, you know, like our outings for the week-end; and we are all going up north to when they had the May 24th week-end, we all went up there for the week-end. Planned it out, got all the food and we pay 50¢ a week club dues, and this pays for the cabin we rent, and all this stuff. And we plan a Christmas dance and our one-year anniversary celebration and all this stuff.

Q.. - You said that some of the guys left - why was this?

Bill - Yeah, ... well, we have some guys in the club, I guess you could say were undesirable. Like one guy lived on the east coast, you know, and he came over here, and he was in THE CLUB and he seemed like a real nice guy at first. Everybody knew him from before he went out there; and he didn't have a job,



Youth in Billiard Room

and it went on like this for about 12 weeks. He wouldn't get a job. He didn't bother. He could have - he could have had about 10 different jobs, but you know, he was just plain lazy. And so everybody was worrying about him and everybody got cheesed off at him, so we didn't want a guy like that in the club, cause so, he was out. But we all get along great. We just sort of all hang around together.

From this transcript at least three important characteristics of teenage life emerge.

1. Search for kicks

This is a drive that is seen often in Mississauga, especially in the outlying areas, where time and time again, boredom was stressed as the dominant aspect of local life. This can culminate in drinking in a garage or with smoking marijauna, or with breaking windows. It's obviously not the only factor, but Judge Andrews of Juvenile and Magistrate's Courts said that boredom was a prime factor in delinquency. Some boys reported that it is their chief goal at times to seek kicks, and to achieve that purpose they will use liquor, marijauna, LSD, glue, vanilla extract, or whatever they can get their hands on.

2. Responsibility

Teenagers can and do take responsibility for many things, such as "planning trips up north". However, they don't often get the chance. There's a world of difference between a 10-year-old and an 18-year-old, but they are too often treated much alike.

Responsibility can do something for everyone ... The worst feeling, you know, is having a feeling that everyone around you is brownd off at you. It seems everything you want to try when you're young, people just don't want to go along with you. As far as I can see you have to be old to do everything. That's about all they think of kids doing - going to school.

3. Group needs and group control.

One of the major facets of teenage life is hanging around in groups. When a developing individual is in process of breaking away from his parents and other adults in his life, he does so usually within the context of a group of boys or girls his own age, in order to develop independence and his own values.

A young Erindale-Woodlands resident puts it this way:

"What are we going to do - we've got to go somewhere. Who wants to stay on your own or in a park all night. You don't want to stay home all night by yourself - what're you going to do hanging around with one person? You have to be with a group of guys at least to have a little fun."

The example of "the club" and the boy who wouldn't work, show how each group has its own values, and imposes some control over its individual members.

Récreation, when informal and unstructured, is subject to these very controls and influences supplied by the groups and "gangs" of Mississauga. Any adult sponsored "scheme" or program will have to take this into consideration.

YOUTH, EDUCATION AND EMPLOYMENT

The Canadian school, as elsewhere in North America, now reaches out into new areas of curriculum and concern. Mississauga's young and rapidly expanding system is generally viewed as "strong" and "progressive" by those who come to teach in its schools.

We have not interested ourselves in this research with school policy, structure, or even with the "drop-out" rate, (at least not statistically). Little of this was possible since the project was a summer's research, and the schools were almost closed for holidays. Rather, we tried to catch something of how appropriately and effectively the school intersects with other aspects of the life of the communities' youth. Some of what has been gleaned comes from questionnaire material. Some is more impressionistic, stemming from the workshop discussions in Lakeview, Park Royal and Erindale Woodlands.

ON THE WHOLE, DO YOU THINK SCHOOL....

	PARK ROYAL	LAKE- VIEW	ERINDALE - WOODLANDS
Is useful for jobs -	(not	60%	59%
Has given you good	asked)		
information -	"	40	46
Is mostly boring -	"	36	18
Is challenging -	"	36	45
Is friendly -	"	24	33
Is rough going -	"	16	15
Is not useful -	"	12	5
Is unfriendly -	"	8	10
Is too difficult -	"	4	5
Is too easy -	"	-	3

Of the Park Royalers, some of the Questionnaire respondents were out of school. We were looking here at a sample generally older (average age 17)

than the boys and girls of the other two communities. This sample included "drop-outs" (among which several felt themselves "push-outs"), graduates, working and out-of-school, out-of-work youth.

In talking to these young people, the whole range of opinions one might hear from any school kids in any area was expressed. All of them are valid reflections and representative of how larger groups feel. In general, the youngsters responded positively to questions on school.

For a minority, school is a threatening place staffed largely by martinets, altogether unsympathetic to their finding themselves as individuals, and offering them next to nothing useful.

"... I left school last year when I was forced to - because the Vice-Principal was just like a little dictator they accused me of leading the other younger guys and they said I was a bad influence on them. The Vice-Principal starts threatening me and he was going to suspend me for two weeks so I quit".

And from another boy:

".....school? Man, you just feel frustrated".

Some of the youth, then, who were more or less the target of the study found school largely irrelevant to the business of life with which they were trying to get on. It is difficult to estimate the number of youth in this "school-irrelevant" category who are actually hostile.

Many of the youngsters who defended the school and its teachers, did so with slogans ("If you're good to them they'll be good to you"), which could just as easily veil less positive feelings about

school. Several youngsters told of initially choosing courses which turned out to be wrong and wasteful for them. For others, school was simply impossible to cope with because of intolerable home situations. Guidance people also stressed how symptomatic are school problems of larger difficulties and of how helpless they are in such cases. So they generally confine themselves to career counselling.

The Psychology Department of the Board begins to work with some of this, but their services hardly reach the high-school and when they do, are largely in the shape of conventional I. Q. testing. There is, however, a move towards working with teachers noted in its 1966 Report.

Both Guidance and Psychology Departments, isolated from the mainstream of school, not to mention home-life, are short on qualified staff (the Psychology Department plans to employ two more workers). "Guidance - that guy just makes you more nervous when you're in trouble" (Boy, 16) "I seen the Guidance Teacher 3 times but I don't see any use talking to him about anything real" (Boy, 15). That so many of the youth interviewed say the Guidance Teacher is the last and least likely person they would turn to, was significant. The children in the Separate Schools, however, don't even have this possibility.

The Vocational School, new to Mississauga - is seen by some of the youngsters as fine, but others seem anxious about whether they will be able to find work on leaving. Some few boys felt it to be a "Mickey Mouse" arrangement which will put them no further ahead. But on the whole, its climate was seen as relaxed and supporting, with a staff truly interested in the boy as a whole.

Yet the stigma attached to the Vocational School by the Community was still a source of concern for the kids who attend. It is often tagged the "animal farm", and the Principal of South Peel is well aware of the damage the lack of community understanding and rapport can mean for the youngsters and the work of the school. Recently, (February 5th, 1968) Humbergrove Vocational School in Etobicoke opened its doors to students from the collegiates. The visit had good press coverage under the by-line "The Day the Doers met the Thinkers". The response of the collegiate kids to what they had until then thought of as a "dumb school" was positive and perhaps far-reaching in its "image building" effects. Something of this sort could very well be tried in South Peel.

Another question that might be asked of the Vocational School is - does its work in the academic subjects offer the same kind of possibility for accomplishment, for achievement as do the shop and applied skill subjects. The class rooms of Vocational Schools too often repeat and rehash (with more patience, it is true) the material which has consistently frustrated the kids through their previous school experience. If the academic goal is to raise a youngster from say, Grade 3 level reaching to Grade 4 during his stay at the Vocational School then perhaps the goals need reconsidering and re-evaluating. The prospective employer is not likely to be impressed by such up-grading and it is difficult to see the youngster himself considering this any real achievement. Should the school not look then to bringing out the most imaginative responses in the youngsters towards the world around them and towards themselves as individuals? Should perhaps the emphasis be on creating and developing interests - again they are there - that will serve the kids through lives which will need as much drawing from personal resources as with

any individual. These are after all, youngsters who can become fuller, richer individuals. It may be that the Vocational Schools' academic wing should look to more dynamic and experimental approaches to learning and self-exploration.

As for the "school - irrelevant" youngsters perhaps Edgar Z. Friedenberg* provides us with some valid cues:

THE DROPOUT DESCRIBED

I have a name for this boy; I call him Edsel; and I think it is time we withdrew him from production and got out a more responsive and less hazardous model. Even the practical-minded may not have much use for him any more...But if we are to grow anything better, the dropouts are the kids to start with, for they have come part way on their own, against heavy opposition, already. They are so sore that any place you touch them hurts, and when they are hurt, they hurt back.....they never have any quiet place to study and think. They are inconveniently aware of their own sexuality and inconveniently skilled at bringing it to the attention of others.....But if these youngsters are trapped, it is not in their apprehensions of pseudo events. They are not alienated. They still have access to their sense-data and on their own terms, are accustomed to fidelity.

*Edgar Z. Friedenberg: An Ideology of School withdrawal; in, "The School Drop-Out"
Daniel Schrieber, editor:
National Education Association, Washington, 1963.

These are the qualities that, I believe, we hope to preserve and continually renew by building an open society in which a sensitive, compulsively masculine boy could become an Ernest Hemingway and a poor but beautiful waif a Marilyn Monroe. At this juncture, less fatal alternatives to mediocrity are needed. Can a school geared to success and social mobility help formulate them?

The answer then, may be: No; this plant makes only Edsels. But if it is, I see no dropout problem. Let them go, God bless them. They may pop up again. St. James is not merely more merciful than the school system; he is far more flexible and versatile. He can accommodate a wider range of talent.....

EMPLOYMENT

Though many of the youngsters wanted some kind of summer work, employment was generally not a matter of much concern. Very few thought of or knew about Manpower Services. It is interesting though, that 60% of the Lakeview respondents chose Job Training in answer to the query, "What our community needs most is - ". In Park Royal job training was rated fifth and in Erindale, sixth. In spite of the fact that so many find it hard to get summer jobs, concern about choosing their life's work was conspicuous by its absence. There seemed to be so much else to cope with immediately, that the kids were not able to seriously consider what they were going to do later. The whole of this area of employment, of what the youngsters aspire to, of what realistically is available for them, needs further exploration.

YOUTH AND THE SOCIAL SERVICES

The need for counselling services for Mississauga teenagers is clear. Teenagers throughout the area have problems which, at least, require an adequate sounding board. Very often, more specialized help is indicated. These are the social services available at present to help with these problems.

Family and Childrens Services of Peel County formerly the Childrens' Aid Society

This is the foremost social agency in the area. While it serves the whole county, it does have an office in the south in Port Credit, as well. However, viewed with specific reference to teenagers, the agency is not particularly relevant. The major range of services includes: child care, adoption, protection and unmarried parents. Services for the latter are really the only ones that would reach teenagers, with the exception of some of the family cases.

One worker for the agency is Miss Helen Mascardo who does counselling for child behaviour problems. Although by the terms of her contract she works only around Brampton and district, her work should be noted since she is really the only one giving general counselling to adolescents. She handles about thirty cases, all girls from the ages of 7 to 16. The cases come to her through the schools when the girl's behaviour is already worrisome. Miss Mascardo does not restrict herself to her office but often seeks out and talks with her young clients on the street. Unfortunately, she doesn't work in Mississauga.

School Services

Counselling services are available in the school system. However, school guidance, focuses primarily on vocational, rather than personal problems and most kids are not, in any case, disposed to seek help from them.

The Psychology Department, although it does seek to help teachers understand their students' problems, is still basically oriented towards elementary schools and psychological testing. The Psychology Department, although it does seek to help teachers understand their students' problems, is still basically oriented towards elementary schools and psychological testing. The Attendance Department is limited in that youngsters usually have to show some problem concerned with attendance before they are referred to it. The Department itself though, does try to probe beneath the surface of attendance as a problem. Comprehensive and accessible personal counselling services are not yet found within the school system, though strides have been made.

Other Services

Peter Joyce of the Lakeview Drop-In-Centre does much valuable counselling among teenagers in his area. Some ministers also try family or teenage counselling, but they are few and far between, not well trained or experienced. Mental health services on an out-patient basis exist at the Lakeshore Ontario Hospital and now at the South Peel Hospital, but long waiting lists severely limit their effectiveness.

In short, counselling services for teenagers are quite inadequate when the need is taken into consideration. Along with other people in the field, Helen DesRoches of the Attendance Department has underlined the urgency of filling this gap.

CO-ORDINATION AND PLANNING

Who takes a comprehensive look at the needs of youth? Mention has already been made of services which meet some of their needs, adequately or not. The Social Planning Council of Peel County takes as its purposes the assessment of needs (chiefly in health, welfare and recreation) and the promotion of services to meet them. Its Youth Committee gives time to those objectives in the field of youth needs and services for the whole of Peel County. A proposed division into area sub-committees was being examined. Here is a list of what the Committee has attempted in the Mississauga area through the last few years.

1. YOUTH '67 - participation in the sponsorship of this project.
2. STUDY OF YOUTH REPORT - of the Ontario Legislature Select Committee on Youth, in the light of Peel County needs. The Committee plans to review the Report.
3. LAKEVIEW DROP-IN CENTRE - helped to establish it and presently serve on its advisory committee.
4. WORKSHOP - on "The Integration of Youth Offenders in Society" and publication of a report.
5. LIBRARY - began to establish a library on youth questions.
6. DRAG-STRIP - enquiry into feasibility of establishing a "drag-strip" in the county.
7. JUVENILE STATISTICS - publication of statistics from Juvenile Court.
8. GROUP HOMES - enquiry into needs for and establishment of group foster homes.

The Youth Committee needs to expand into area sub-committees, or at least to stimulate local area citizen workshops to discuss their particular situations. It cannot be over-emphasized that such discussions need to include both adults and youth.

Traditional social-planning workshops do NOT attract the kinds of youth that should attend if useful representative discussion is to take place. Imagination and energy are essential to bring not only leadership student council types, but a real cross-section of young people into active involvement. Although the Peel County Council prides itself on being a voluntary organization, it might consider the hiring of a detached youth worker, not one who will give help, but rather, become involved with youth and their parents in the community and serve as a sounding board for needs.

Despite the work of the Social Planning Council, there still remains a great gulf between the generations. It is one which can't be completely bridged, and often shouldn't be. But work should be begun to bridge the gap where it is destructive and wasteful of potential and creative possibilities. Parents, youth and youth workers need, too, to know more about what is available to them; it should be clear what community resources they may tap, what new possibilities they may initiate.

RECOMMENDATIONS

1. YOUTH WORKERS AND COUNSELLORS

The need for youth workers and counsellors became clear during the study. Usually, when a younger person is in need of help he doesn't admit to it readily. The answers to one question are significant; they have already been reported but bear repeating here:

I FEEL THAT I COULD USE/DON'T NEED/SOME HELP IN FIGURING OUT WHAT TO DO WITH MYSELF

	PARK ROYAL	LAKE- VIEW	ERINDALE- WOODLANDS
Could use	45%	40%	46%
Don't need	51	56	49

The fact that close to half of all the questionnaire respondents answered that they could use some help indicates that there is a role for youth workers. Help may be needed in finding work, resolving family problems, in relating to friends and peer group, or in any number of problem situations. The youth of Mississauga - certainly the youth studied here - are expressing a need for someone to turn to - someone who will (at least) act as a sounding board for their anxieties. Such workers must be made available.

Many people now working with youth also feel the need for counselling for young people. In an interview, Rev. John Burbidge of Lakeview United Church, expressed his concern about the lack of counselling services for teenagers and their families. He recalled at least three cases where help was needed but was not available. Peter Joyce of the Lakeview drop-in centre, comes into contact with many youth in his part of Mississauga who ask for help; what happens in areas where there are no Peter Joyce's?

The services that are provided by the school are often mistrusted; moreover these tend to focus exclusively on difficulties in school work which are so often only symptoms of deeper and more complex problems. The school guidance teacher is not seen by most youth as someone they can turn to. Social work agencies quite often tackle problems that are already at a crisis stage. (e.g. only when a girl is already pregnant is she likely to seek some help).

There are at least two types of workers who might begin to answer some of the needs. The "street worker" or "detached worker" is employed by an agency but spends most of his time among the youth wherever they usually gather. He becomes familiar to them and they know he is available for help whenever it is needed. The close relationship he can develop with teenagers encourages them to confide in him as well as letting him direct them to other sources of more specialized help.

The adolescent counsellor (see account of work of Helen Mascardo in Brampton, Youth and the Social Services), usually works in a "behind-the-desk" kind of way. This is not a rigid distinction; detached workers often use offices for interviews and counsellors often talk to their clients on the street. However, it does describe basic orientations. The counsellor will probably also receive most of his or her clients through referral from other sources, so he does not work as directly as does the "street-worker".

Counselling should not be expected to solve all of the problems of troubled teenagers. There are factors in the environment that counsellors can no more control than the kids themselves. The inadequacy and inappropriateness of school for many, the conflicts of the home, the structure of the work world, often militate

against any easy resolution. The problems moreover, are often especially located in these areas, or are compounded by them. Anyone working with youth must be prepared to explore with them and the community the possibilities for change towards more meaningful arrangements. The worker should have social imagination and the courage to act on behalf of youth. He must then help tie them creatively and constructively to the community as a whole. And the community must be, or become, a place worth connecting to.

2. DROP-IN CENTRES

Traditional, structured programs do not attract older teenagers, especially those who have already rejected the structure of school, family, etc. The most successfully-realized activities were the most loosely structured - Lakeview Drop-In and Park Royal Coffee House. Such "drop-in" centres should be located in every community of Mississauga to provide informal recreation possibilities for teenagers; to enable them to make contact with sympathetic adults, and to make various types of help available when asked for. There are several fundamentals to be considered in planning such centres:

(a) The drop-in centre should not be imposed from above, nor should any other program. It must grow from direct talks with youth and they must be involved from the start in planning its structure and growth. Its management must be in their hands with adults serving in advisory capacities.

(b) Each centre should have its own premises. The importance of this is demonstrated by the Park Royal experience. An old building that can be renovated by the young people is often the best - Lakeview Drop-In Centre and the Long Branch "Road's End" are good examples. If the centre cannot have its own building, it should at least have rooms exclusively for its own use.

(c) Each centre should provide separate possibilities for the various age groups. Rooms might be assigned by the youth managing committee to whatever age division they decide. There should be areas of common meeting ground so that the give-and-take of learning experiences and community sharing can become a reinforcing factor among youth. However, we are thinking here of the centre as primarily a place for the older teenager.

(d) The centre should be offered without strings attached. Though it may well become a place where help and counselling are available, this is not a prerequisite for its use as a social centre. We must not put the youth in a position of feeling that there are ulterior motives lurking or that the community is somehow bribing them. It will be good if a teenager is "helped" by the drop-in centre, but the success of the project should not be based on this criterion.

3. CREATION OF A YOUTH BOARD

Who is to finance the youth workers, counsellors and drop-in centres? A municipal youth board should be established responsible to the Municipal Council. The youth board would be responsible for hiring and supervising the youth workers and counsellors and financing the centres. The board might consist of interested people from the community and experts in the "helping" professions who would be available for consultation to the workers. The board should be headed by a director who would supervise and co-ordinate the workers. There should be enough youth workers to cover the area effectively and to lend group support to what can be frustrating and lonely jobs. Peter Joyce, now working officially under the auspices of the Mississauga Parks and Recreation Department, confided that he could often use trained support and the help of colleagues facing the same difficulties.

This plan should be promoted by community groups such as churches, community associations or service clubs. These might provide the initial funds to hire workers and purchase or renovate sites for drop-in centres. These organizations should provide the impetus for the formation of a youth board and ultimately become participant members.

A study of municipal youth commissions* found much conflict between social planning councils and the municipal structure. The former generally takes responsibility for co-ordinating services; and the municipality often tries to tackle both direct service and co-ordination. Before the

* "Look at Municipal Youth Commissions" William H. Sheridan; "Consultation for Action on Unreached Youth", Background papers, 1964.

youth board is initiated, definite spheres of responsibility should be clearly established. Presumably the youth board would handle service, and the social planning council co-ordinate the new service with others in the community. The council should continue to bring together all those working with youth to discuss common problems and situations (doctors, teachers, ministers etc.). It should also stimulate joint adult and youth planning workshops for services on a neighbourhood or local basis. Adults and youth should be encouraged to examine their communities together and plan for future improvement.

It is especially important to consult parents of the teenagers who are likely to use the centre. A "board" consisting only of community "leaders", cannot and does not represent the variety of needs and interests of the whole community. If patterns of communication are to be established between the generations, between families already too much separated by income and living standards, there must be a broad base of participation.

4. GROUP HOMES

In the field of delinquency prevention, the outstanding need appears to be for a minimum of two group foster homes. Such homes are usually located in a residential neighborhood and house six to eight young people who for one reason or another are unable to live at home. The sort of kids who may use such homes were outlined in an article in CANADIAN WELFARE*: those which interest us here are:

1. Children who for one reason or another are unable to accept or tolerate a regular foster home arrangement.
2. Children who have had such devastating experiences either in their own or in foster homes that they are utterly unable to move into a family environment or form satisfactory relationships with substitute parents.
3. Older adolescents who are moving away from emotional dependence on parental figures and can therefore better adjust to less family-oriented relationships than they might find in a foster home.
4. Children, who, after discharge from training schools or institutional settings need a "half-way house" for gradual re-adjustment to the differences between institutional and family living.

* Ernest Hirschbach, "A Group Foster Home", in Canadian Welfare, pp. 12 - 17, January - February, 1963.

Another group not mentioned are those who appear before juvenile court and are judged delinquent. Many of these must be sent to training school if the home environment is no longer suitable, and there is no alternative. Judge Andrews estimated that at least a dozen juveniles last year went to training school for lack of group homes. His support of the idea of group homes, was echoed by all social service people throughout Mississauga.

Community groups interested in investing in youth would be wise to approach the Juvenile Court and the Family and Children's Services about the subject of group homes. An idea of cost and a description of how group homes operate is found in a "Report of the Youth Committee to the Board of Directors of the Social Planning Council of Peel". (see Appendix)

ADDITIONAL RECOMMENDATIONS

The four preceding recommendations are such that more proposals are likely to stem from their implementation. Workers will develop many ideas from their contact with youth. The establishment of adult-youth workshops or planning units will promote other recommendations as on-the-spot needs are perceived. Some of these possibilities can however, be tentatively outlined here:

(a) JOB OPPORTUNITIES

Summer jobs for teenagers, in Mississauga are very scarce, especially for those under 16. Co-operative ventures could be established, possibly under the leadership of a detached worker, perhaps within the program of the community schools. Peter Joyce's Operation Odd-Jobs is a commendable example of what might be tried. The Berkeley Workreation Program (see appendix) is another.

(b) TRANSPORTATION

The isolation felt by Mississauga youth in comparatively isolated communities must be somehow overcome. A solution to this might be combined with the above recommendation. A co-operative, youth-run transport system could be established. Perhaps a professional consultant should be brought in to help the community explore this possibility.

(c) TRAINING FOR "FRONT LINE WORKERS"

Teachers, police, doctors and lawyers, among others, come into contact with youth and often lack the knowledge or the skill to understand and help them to handle their difficulties. These professionals are often unaware of what services are available. Approaches should be made to their associations to keep them both informed of, and involved in developments in the community. The Social Planning Council Youth Committee might stimulate action here.

David Berger, M.D.,C.R.C.P. (Psych.) has prepared this article especially for the Youth '67 Project. He is in private practice in Toronto, and is Staff Psychiatrist at the New Mount Sinai Hospital. As Psychiatric Consultant to the Hebrew Day Schools of Toronto system, Dr. Berger is keenly involved in the kinds of concerns which have shaped this project:

THE UNREACHABLE TEENAGER AND THE COMMUNITY

In the 19th Century, English writers recorded their concerns about the dissipation of youth. The narrator in "The Way of All Flesh" advises his young protege to break away from his parents. He feels that they live in two separate worlds and that there can be no common ground for understanding one another. This rift between the generations is still with us - perhaps now more acutely than ever.

One of the major problems confronting communities today is that of the unreachable teenager, the youngster who feels alienated, who turns against social structures and becomes a community "drop-out". What can we do about it?

That this problem has existed for many years does not mean that the task is hopeless. We can learn from history and use hind-sight to help change its course. The view that the present rift between youth and adults has not changed with time is a short-sighted one. In every era, and no less in ours, there are unique social factors at work that aggravate this problem. We do not have all the answers. An integral part of any work in this field must include research. We need studies to compare cultures that have this problem with cultures where this problem is less acute. We need follow-up studies of individuals and families,

to learn just what factors and circumstances contribute to the dis-illusionment syndrome'. Various disciplines can, and do, contribute to our knowledge in this area. They include, among others, psychiatry, psychology, sociology and the teaching profession. In this regard, any community project attempting to reach out to teenagers, has to be regarded not as a final solution, but as an experiment, and like any experiment, liable to failure and correction.

At the same time, there is much we do know. We know that adolescence is a period of turbulence and that several major tasks confront the teenager: he must establish a degree of independence; he has to make some decisions concerning his vocation; he must set up for himself a liveable moral code or set of values; and he has to cope with his sexual identity - all this within some kind of social framework.

People who work with teenagers find themselves caught between two opposing points of view: (a) the alienated adolescent is mentally ill and society is healthy, and (b) society is sick and alienation from it is a sign of health. Both views are correct. In fact both views have a common denominator, and that common denominator is the family unit. Evidence from the 'helping' professions supports the first point of view. Hostility, negativism and withdrawal can be seen as symptoms of faulty up-bringing. On the other side is the equally valid claim of the sociologists: our present-day 'technocratic' society allows for greater mobility and leads to an inevitable weakening of the family unit. Caught up in this kind of a social structure the parent loses his sense of self and life becomes less meaningful. The adult suffers from a lack of relatedness to his daily routines. It is this very sense of emptiness that prompted Thoreau to isolate himself at Walden Pond. He had to find for himself a meaningful role in relation to 'earth and sky'.

The teenager has to do the same. He needs time to himself to look at his problems. He rejects his parents' solutions. Can, then, the adolescent come up with a viable answer on his own?

A second factor in our society which alienates young people is the prolonged period of schooling, hence of dependency. In earlier periods of history, teenagers who are now just beginning their vocational training, would already have assumed the duties of adulthood. Understandably then, teenagers of our generation caught up in a prolonged educational process, want a greater degree of self-government. They are demanding more say in those institutions (e.g. universities) which claim a large part of their lives.

These situational difficulties have to be understood in order to find guidelines for community action. We can see that there are two basic approaches to the problem, relative to the two points of view already mentioned - on the one hand, attempting to change the community, and on the other, attempting to develop mental health facilities for the teenager. Let me put aside the question of mental health clinics and psychological help, and deal first with community structure.

Any social action committee must be made up of community leaders, teenagers and professionals in the field. In other words, it has to have representatives from both the adult world and the world of youth. The central figure, the liason, will usually be a professional trained in working with communities, who is often referred to as a "youth worker". I consider this name a misnomer. Any teenager can smell a rat and anyone with a title that has the word 'youth' in it, is obviously a "plant" from the world of grown-ups, a 'man from adult' sent out to bring strays back into the fold. The title implies that only youth needs to be worked with. The worker must clarify where his

allegiances lie. His loyalties must fall somewhere between the two worlds of youth and adults and connect them. Perhaps "community worker" would be a better way of describing his role.

I am not thinking here of the kind of charismatic social worker portrayed in the popular or mass media. That kind of individual wins the hearts of delinquents and gangs through his own personal magnetism. When he leaves, the community is really no different from when he started. I am not against personal charm - in fact that quality is essential in working with groups - but I think that the worker's prime goal is to effect a permanent and positive change in the community as a whole. The family should be at the heart of such change.

Well-intentioned adult groups often ask professionals, "How can we help our troubled youngsters?" The answer to that question lies more in the sphere of the mental health program. If we draw a continuum between the least rebellious and the most withdrawn teenagers, the "ills of society" play a more important, although not an exclusive, role in the former, and mental instability plays a more important, although again not an exclusive role in the latter. In other words, we are working with two variables: society's stability and the individual teenager's stability. A community program should not be aimed at the 'sickest' adolescents but at the majority of adolescents.

Another consideration is the fact that passive acceptance and complete absence of rebelliousness in a teenager is just as unhealthy as alienation. The community's objective should not be to create a conflict-free society - that kind of utopia is impossible. In order to remain a viable place, a community has to constantly undergo change. Rather the goal should be to develop an atmosphere

where rebellion is permissible so that in order to find himself and to change, the teenager doesn't have to withdraw. He can rebel without having to isolate himself.

In the light of these considerations the worker has three major tasks. One, he must improve communications between adults and teenagers, but never to the exclusion of the autonomy and privacy of either. Two, he must bring the family as a unit into contact with the social institutions (e.g. school, church, community centre) and three, he must win for teenagers not only more self-government, but more authority in those institutions where we expect a commitment from youth. All this can best be done within existing institutions. It cannot be accomplished by the worker alone - he must act as a consultant, not as a leader.

Let me attempt to apply these ideas in a concrete way. In the school system, P.T.A. groups are a move in the right direction. But students should also have student-teacher associations in which they can talk to teachers from a less subordinate position (e.g. through student representatives). Students should have a voice not only in their choice of subjects but in the manner of learning - with the option of being taught by other students of learning in groups. Giving them responsibility does not mean allowing them to carry out adult-made rules. At the same time students will become aware of the workings of an institution and especially of the need for organization.

How can we bring in the family? Parents can be included in many recreational activities (e.g. dances, sporting events). I have heard of a Park Royal field day this past summer, where the whole of the community was very much involved. It sounded to me like the kind of cross-generation

activity which can promote authentic community spirit. Parents can have a more active role in the classrooms, (classes for children and adults? parents as teachers?) And teachers can meet with family units informally on an equal basis.

Despite the central importance of the family, the social institutions of the community must be flexible enough to allow youth to relate to them without the family always intruding. Furthermore, the community has to steer a careful course between the scylla of democratization to the point of chaos and the charybdis of a stifling milieu in which individual differences are discredited and everyone has to be 'groupy'.

The trouble with the outline I have been suggesting, is that it is preventive rather than reparative. It falls down in two kinds of situations:

1. Where the family has broken down to the extent that it doesn't 'deserve' the child, and
2. Where the teenagers as a group are so alienated that any institution that includes adults is sneered at. Unfortunately, things usually have to reach this stage before a community is ready to look at itself.

In the first instance, the institution has to allow the teenager to relate to it without involving the family unit. It must also provide counsel and support on an individual basis. In the second instance, the worker has to try to reach teenagers outside those institutions (school, church, etc.) that may have become 'anathema' to them. Pool halls, taverns, street corners are locales which can become excellent workshops for 'community workers' establishing a 'hot-line' with teenagers. Radically new institutions such as flexible community colleges or youth co-op residences have been created to meet some of the needs.

But at the core of all these moves is the fact that people need lasting meaningful relationships with other people in order to develop a sense of self. They need to have a voice in a community that doesn't limit the individual in a rigid way, and that gives them a sense of independence as well. In the past the family unit helped to serve many of these functions. Many sociologists claim that the family is dying and from that point of view, the ideas in this presentation can be seen as a 'return to the past'. I do not think it is. The family still exists and to ignore it would be the same as ignoring the medical profession because everyone ultimately has to die. The hope for the community lies in bringing the family unit face to face with present-day institutions, face to face with its own problems, and not letting it become an isolated fossil. Change within and outside the family can only occur through this kind of open-ended dialogue between the family and the community. Where the family has failed we have to recognize that it has failed and provide other meaningful facilities.

The second large area that the community must consider is its mental health program. Setting up such a program is outside the scope of this presentation and has been described in pamphlets and articles (e.g. 'More for the Mind' by Tyhurst et al). In many ways it parallels the social-action program. Professional helpers are an 'adult institution' like any other, and in the same way they depend on the lines of communication opened up by youth workers. Agencies have to use youth workers, ministers, teachers and community leaders as their referral sources, that is, as their 'first line of defence'. There are various types of help available, ranging from family counselling and group discussions to psychoanalysis, but the important feature of

any mental health facility is its accessibility and its ability to reach into the community. A second referral source is through the courts. The most troubled youngsters, at least the ones that act out, will come by this route. Because of this, professionals must work with police, parole officers, magistrates and truant officers. In fact, anyone in a position to come in contact with teenagers must be made aware of psychological facilities and their usefulness. This cliché has been much ridiculed. The result of a successful social action program should be to diminish the number of involuntary patients, that is, those who are sent for help by the courts. And to increase the number of voluntary patients.

If this presentation is theoretical rather than concrete, it is because every community is different and has to find its own unique solutions. The guidelines provided have to be sketchy. The content has to come from the locale. In the same way, the ideas are for the here and now. We know that change will occur; our hope is that the change will be a result of useful interaction between the various units, groups and institutions that make up any community.

SAMPLE QUESTIONNAIRE - ERINDALE

Street Name _____ Sex _____

PROJECT

YOUTH '67

These questions are part of a survey of teenagers in Toronto Township.

The answers will help us get a picture of what you feel, what you need. The information will go into a special report.

Please answer frankly. Your answers will not be shown to anyone who knows you. Your name will not appear in the report.

Please check answers

1. How old are you? _____
 2. Are you living at home? yes_____
 - no_____
 no_____
 - 3. How long have you lived in Erindale? _____ years
 _____ months
 - 4. How many children are in your family? _____
 - 5. What are their ages? _____
 - 6. Does your father live at home? yes_____
 - no_____
 no_____
 - 7. Does your mother live at home? yes_____
 - no_____
 no_____
 - 8. Is your father now working? yes_____ part time_____
 - no_____ full time_____
 - 9. Is your mother now working? yes_____ part time_____
 - no_____ full time_____
 - 10. Would you say your family is financially well off_____
 - average_____
 - below average_____
 - much below average_____
- CHECK ONE
11. Are you getting along O.K. at home? yes_____
 - no_____
 12. Are there big problems for you at home? yes_____
 - no_____
 13. If so, explain
-
14. How would your father react if you were in trouble?
- CHECK ONE
- angry but helpful_____
- angry and not helpful_____
- understanding & helpful_____
- understanding & not helpful_____
- wouldn't care _____

15. How would your mother react if you were in trouble?
angry but helpful_____
angry and not helpful_____
CHECK ONE understanding & helpful_____
understanding & not helpful_____
wouldn't care_____

16. Are you still going to school? yes_____
no_____

(If the answer to 16 was yes
move directly to question 27)

17. Are you working now? yes_____
no_____

18. What are you doing now or what did you do at your last job?

19. If not working, for how long?_____months

20. Are you happy_____ that you left school?
CHECK ONE sorry_____
dont care_____

21. Please explain your last answer?

22. How many jobs have you had in the last 12 months?_____

23. If you left them, why?

24. Are you satisfied with your job now? yes_____
no_____

25. If not, why?

26. Would you consider getting more education? yes_____
no_____

(Answer questions 27 - 31 even if you are not
now in school)

27. What school did you last attend?_____

28. What grade have you completed?_____

29. What stream or course are you in?
(5 year art and science,
science technology and trade,
Public School etc.)

30. How far do you want to go in school?

31. On the whole do you think School has given you good information?_____
is useful for jobs_____
is not useful_____
is rough going_____
is mostly boring_____
is too difficult_____
is too easy_____
is challenging_____
is unfriendly_____
is friendly_____
other (say what)_____

CHECK ANY THAT ARE RIGHT

32. As a place to live, Erindale is fine_____
as good as any place_____
bad_____

33. If Erindale has a reputation, what is it?

34. Is this reputation exaggerated_____
true_____
more or less true_____
entirely untrue_____

35. Erindale offers nothing_____
little_____
CHECK ONE something but not enough_____
as much as any place else_____
a lot_____

for the teenager and young adult.

36. Young people in Erindale are on the whole,
lonely_____
doing fine_____
restless_____
tough_____
the same as kids anywhere_____
spoiled_____
scared_____
unsure of themselves_____

36. (continued) underprivileged
discriminated against
overprivilegedd_____
likely to take risks_____
37. Do you feel it is easy_____to make real friends in Erindale?
CHECK ONE hard_____
38. How many close friends have you?_____
39. What is it you like about these friends?
40. How many adults do you know well?_____
41. Their relationship to you?_____
42. Do you belong to or go to club or group activity? yes_____
no_____
43. What is it and where is it held?
44. How long have you belonged or gone to this activity?_____
45. How often do you go? Three times a week or more_____
Once a week or more_____
Less than once a week
46. On the whole, do you have enough_____to do in your free time
CHECK ONE not enough_____
too much_____
47. The Police here are helpful_____
CHECK ONE just doing a job_____
prejudiced against Erindale Kids_____
on our backs all the time_____
48. In the past year, have you been in trouble with the law? yes_____
no_____
49. Has your contact with the law been with police only_____
court_____
detention institution_____
probation officer_____
other(say what)_____
50. How do you feel you were treated? fairly_____
unfairly_____

51. What Erindale needs most is. CHECK ANY THAT ARE RIGHT

- a) more recreation facilities _____
(what kind?)
- b) very different kind of recreation to what we've got now _____
(what kind?)
- c) adults who understand us _____
- d) more freedom, less supervision for teenagers _____
- e) more supervision, less freedom for teenagers _____
- f) job-training courses _____
- g) better opportunities for young people _____
- h) a psychiatrist _____
- i) other (say what) _____

52. How much of your free time do you spend outside Erindale?
three times a week or more _____
once a week or more _____
less than once a week _____

Where? _____

53. What three activities give you the most satisfaction?

- 1. _____
- 2. _____
- 3. _____

54. What three things bug you the most?

- 1. _____
- 2. _____
- 3. _____

55. What people are most important in your life - (try to name five)

Name

Relationship to you

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

56. Why are these people important to you?
57. "I feel that I could use_____some help in figuring out what to do
don't need_____with myself."
58. I think my chances for "success in life" are good_____
average_____
bad_____
59. If I were asked, I would_____
would not_____ help to organize activities for
teenagers.

Answer all 19 questions. Even if you have never done the action des- cribed, still answer what you or your parents would think of it. PLEASE CHECK	I think these are		My parents would think these are		I do or have done			
	Not bad	bad	Not bad	bad	Once	Few times	Often	Never
1. Playing poker, craps, etc. for money outside of own home.								
2. Smoking								
3. Breaking street lights, windows, park equipment, etc.								
4. Necking.								
5. Joyriding.								
6. Playing hookey from school.								
7. Carrying a weapon (such as gun, switchblade, etc.)								
8. Using weapons (such as gun, switchblades etc.)								
9. Getting high on alcohol.								
10. Smoking marijuana (pot)								

<u>PLEASE CHECK</u>	I think these are		My parents would think these are		I do or have done			
	Not bad	bad	Not bad	bad	Once	Few Times	Often	Never
11. Staying away from home over 24 hours without informing parents.								
12. Having sexual intercourse.								
13. Fighting in a public place such as shopping plaza, park, etc.								
14. Shoplifting								
15. Sniffing glue.								
16. Talking back to parents								
17. Breaking and entering								
18. Loitering.								
19. Trespassing								

JUVENILE COURT - PEEL COUNTY

DISPOSITION OF CASES, 1965

	<u>No.</u>	<u>%</u>
Financial Penalty (Costs, Fine, Restitution, Bond)	114	33.4
Probation	91	26.6
Remand (1 year or six months)	36	10.5
Training School	28	8.4
Withdrawn or Dismissed	27	8.0
Adjourn Sine Die	26	7.9
Remand into 1966	8	2.3
Foster Home	4	1.1
Psychiatric Exam.	4	1.1
Work Project or Essay	4	1.1

EXCERPTS FROM THE ONTARIO LEGAL AID PLAN

The Ontario Legal Aid Plan is designed to ensure that no one shall be denied the services or advice of a lawyer because of lack of money.

All persons in this province may now receive the same legal representation or advice which any citizen - with the financial means to do so - would normally secure for himself.....

If you require the services of a lawyer under Legal Aid, you may apply directly to your area director, (The Area Director for Peel County is G. H. Marsden, 24 Queen St. E., Brampton, phone (416) 459-6633] or application may be made through any lawyer in the province. Non-residents may apply to the area director of the area in which the event occurred.....

A lawyer will be on duty at most magistrates courts to assist persons in custody, or on bail, or persons appearing in response to a summons, if they wish it. The duty counsel can, and will, advise you of your legal rights and will assist you in applying for an adjournment or for bail. Once these preliminaries are over, duty counsel will help you apply for Legal Aid. If you wish to plead guilty, duty counsel, in certain circumstances, may speak to sentence.

APPENDIX

REPORT OF THE YOUTH COMMITTEE TO THE BOARD OF DIRECTORS OF THE SOCIAL PLANNING COUNCIL OF PEEL

Terms of reference the following resolution: "That the Board of Directors refer to the Standing Committee on Youth the question of the necessity for a group foster home, with the recommendation that they establish a Sub-Committee with the express purpose of assembling information which might then be used for preparing a brief for presentation to the appropriate authority."

Your Committee submits herewith the final report on the above noted reference.

Statistics produced from the records of the Juvenile Family Court Judge of the County of Peel indicate beyond any reasonable doubt that, if the family and Juvenile Court is to be given even marginally adequate facilities for the remedial treatment of juvenile offenders, there is an immediate and pressing need for the establishment of group foster care in Peel County.

For the period of ten months ending it is reported that approximately 42% of all juveniles committed to training schools in the County of Peel would have received proper remedial treatment only if it had been possible to place them in a group foster home environment.

With the assistance of the Canadian Welfare Council it was ascertained that there are, in Ontario, a number of well established group home programmes operating, from the most part under the auspices of various Children's Aid Societies, notably in Metropolitan Toronto and Windsor. In this regard while the Committee's information does not extend to the definition of sources from which the inmates of such group homes were referred, there is a fair inference to be drawn that the majority of such inmates are neglected children rather than delinquents so found.

In addition to the Children's Aid Society Programmes referred to, the Salvation Army maintains a residence programme in Toronto under the name "House of Concord" which has been successfully supplying foster home facilities for the exclusive use of the Juvenile and Family Court operating in the County of York.

In Ottawa, the Ottawa Youth's Service Bureau is reported presently to be raising the sum of \$60,000.00 for a group foster home designed to accomodate approximately 20 boys.

In order to obtain some first-hand information of the character and the mode of operation of a group foster home, a Sub-Committee of your committee attended a meeting of the Board of Directors of the Halton County Children's Aid Society at the premises maintained by them as a group foster home in the Town of Oakville. The facilities provide group foster home care for six boys in a well established residential subdivision. The building itself proved to be a standard four bedroom split-level bungalow equipped with usual facilities and under the full-time supervision of a house-mother. Professional assistance is apparently available through the services of the Children's Aid Society's consultant psychiatrist who maintains periodic surveillance and assessment of the children's behaviour and needs. In this particular instance, the house-mother is a former practical nurse who is reported to administer the home in a thoroughly capable manner with the assistance of a qualified child-care worker who attends from day to day to furnish help with practical matters and in dealing with behaviour problems of the children. Once a week the house-mother is relieved for a twenty-four hour period by one of the two child-care workers who alternate from week to week providing the service. Doctor Asquith, the Director of the Halton County Children's Aid Society, indicates that the per diem per capita cost of maintaining the children in this environment is approximately \$8.00 which includes all costs of services, property maintenance and depreciation charge. It appears that after a moderately hostile reception in the community, the establishment is now, following a year's operation, quite well accepted even to the extent, in some instances, of a revealing kind of community pride in the progress which is being shown by the inmates. While it is probably premature to attempt

any assessment of the results of the Oakville experiment, Dr. Asquith advises that the degree of improvement exhibited by the children appear now to be capable of profiting by a transfer to a private foster home environment.

There appears to be no doubt that the basic obstacle to the provision of adequate group foster home facilities lies, not so much in creating the physical facilities of such an establishment but in obtaining qualified assistance to operate it. Psychiatric services and treatment, professional and practical child care are areas of service not easily filled, although the Halston Children's Aid Society experience shows that house-mothers and child-care workers are not impossible to find and that provided psychiatric consultation is available, two child-care workers and a competent house-mother constitute an adequate team for a group of children of six or eight of the same sex.

From a practical point of view, the provision of physical facilities might be obtained even in the absence of public funds for the purpose; the Rotary-Clubs of Toronto Township who have indicated a willingness to underwrite the cost in default of public financing. In the supply of human resources, however, the Peel County Children's Aid Society must be encouraged to accept, at least, the responsibility of procuring staff and budget for salaries and maintenance in connection with group foster home facilities which are exclusively at the disposal of the Juvenile Family Court.

At the date of the preparation of this report, it appears that the Peel County Children's Aid Society is prepared to support the establishment of a group foster home for use by the Court; but it is still not clear whether this support extends only to the inclusion of the capital and maintenance cost of such establishment in the budget prepared for submission to the County Council.

During the course of the Enquiry, the Attorney-General's department was requested to express its view on the extension of treatment of juvenile delinquency in the form of group foster homes, and to provide a copy of the Department's brief "To the Select Committee on Youth". To this date no reply has been received.

An extensive body of literature exists setting out the characteristics of group foster home facilities and widespread experience in the operation. Regardless of the particular characteristics of the community in which homes are operated, there appears to be a consensus that group foster home facilities are essential in any programme of rehabilitation of juvenile offenders, who, by reason of age or past experience, cannot profit either from institutional commitment or from a private home environment.

All of which is respectfully submitted.

(Signed) S. George Lane

Chairman

APPENDIX

Family Statistics

	<u>Park Royal</u>	<u>Lakeview</u>	<u>Erindale-Woodlands</u>
Are you living at home?			
Yes	89%	92%	100%
No	11%	8%	-
Does your father live at home?			
Yes	92%	88%	100%
No	7%	8%	-
Does your mother live at home?			
Yes	99%	92%	100%
No	1%	8%	-
Is your father now working?			
Yes	87%	96%	97%
No	9%	0%	3%
Is your mother now working?			
Yes	57%	48%	38%
No	43%	48%	62%

COMPARATIVE PROFILE OF THOSE WHO ANSWERED "I think
my chances for success in life are BAD"

Questions		"chances bad" N = 10	"chances good or average" N = 77
Sex	male	80%	77%
	female	20%	23%
Average age		17.3 yrs	16.2 yrs
FAMILY			
Are you living at home?	yes	80%	90%
	no	20%	10%
Does your father live at home?	yes	87%	94%
	no	13%	6%
Does your mother live at home?	yes	100%	99%
	no	-	1%
Is your father now working?	yes	87%	90%
	no	13%	9%
Is your mother now working?	yes	60%	57%
	no	40%	42%
	part-time	20%	38%
	full-time	80%	62%
Would you say your family is financially	well off	10%	26%
	average	80%	71%
	below average	-	1%
Are you getting along O.K. at home?	yes	78%	75%
	no	22%	23%
How would your father react if you were in trouble?	helpful	50%	74%
	not helpful	50%	25%
How would your mother react if you were in trouble?	helpful	70%	87%
	not helpful	30%	10%

Questions		"chances bad" N = 10	"chances good or average" N = 77
SCHOOL			
Are you ---- that you left school?	happy	0%	53%
	sorry	80%	19%
	don't care	20%	28%
Would you consider getting more education?	yes	87%	75%
	no	13%	8%
THE COMMUNITY AND YOUTH			
Park Royal offers ---- for the teenager and young adult	nothing	20%	10%
	little	20%	25%
	something but not enough	50%	32%
	as much as any place else	0%	26%
	a lot	10%	4%
Young people in Park Royal are on the whole ----	restless	60%	55%
	likely to take risks	60%	45%
	the same as kids anywhere	50%	31%
	unsure of themselves	30%	27%
	tough	30%	26%
	lonely	20%	5%
	discriminated against	20%	20%
	underprivileged	10%	9%
	spoiled	10%	-
	overprivileged	10%	-
	doing fine	-	15%
	scared	-	3%
Do you feel it is ---- to make real friends in Park Royal?	easy	62%	78%
	hard	38%	16%
On the whole do you have ---- to do in your free time?	enough	10%	36%
	not enough	70%	57%
	too much	20%	3%

Questions	"chances bad" N = 10	"chances good or average" N = 77
LAW		
The Police here are helpful just doing a job prejudiced against Park Royal kids on our backs all the time	10% 10% 60% 20%	6% 26% 39% 25%
Have you been in trouble with the law? yes no	60% 40%	40% 56%
How do you feel you were treated? fairly unfairly	33% 67%	74% 26%
more recreation facilities very different kind of recreation to what we've got now adults who understand us What Park more freedom, less supervision for teenagers Royal needs more supervision, less freedom for teenagers most is job training courses better opportunities for young people a psychiatrist	60% 10% 70% 40% - 20% 60% 30%	71% 17% 42% 36% 4% 36% 42% 1%
I feel that I ---- some help in figuring out what to do with myself could use don't need	60% 40%	43% 52%

APPENDIX

Classification of Offences

A. Offences of "morality" or relationship

- liquor offences
- obscene 'phone calls
- contributing to juvenile delinquency.
- missing
- vagrancy

B. Offences involving cars

- dangerous driving
- driving under suspension
- fail to remain
- joyriding
- auto theft

C. Offences involving damage against property

- arson
- malicious damage
- property damage

D. Offences involving violence to persons

- indecent assault
- assault
- common assault

E. Offences involving violation of property

- shop break
- shop lift
- theft
- theft under \$50
- break and enter
- break, enter and theft
- house break
- trespass
- attempted theft
- false pretences

F. Miscellaneous offences

- discharge fire arm
- general disturbance
- miscellaneous
- breach of probation
- escape from jail

"THE DOERS MEET THE THINKERS"

From the Toronto Daily Star, February 1968

... "Twenty-five student leaders from five borough collegiates spent an afternoon last week visiting Humbergrove Vocational School and touring the workshop classes. The academic students obviously were impressed with what they saw ..."

...(they)" 'are sometimes sensitive ... that they are being downgraded coming here,' said principal Jack Eastaugh. 'Among the public who misunderstand the nature of this school, collegiate students are high on the list.

...a visit of this kind would give them first hand experience and they would become more understanding and sympathetic.'"



Photo by Toronto Daily Star

BERKELEY
EMPLOYMENT

Berkeley Workreation Project

Description. - Workreation is a new word in the young people's vocabulary all over Berkeley. It means just what it says - 4 hours work for which he or she is paid, 2 hours supervised recreation 5 days a week for 5 summer weeks.

Workreation provides a work and recreation program for 14 to 17-year-old boys and girls who would not be able to procure summer jobs otherwise. Designed to give youth work experience as well as an opportunity to earn their own money, workreation is Berkeley's way of providing gainful occupation.

Date of origin. - In 1952

Purpose. - The young people learn useful work, learn to work with tools, learn responsibility as to promptness, working under supervision, doing a good 4 hours work for a good 4 hours pay, and getting along with others. After lunch, a well-planned recreation program is conducted.

Scope. - The background of the Berkeley workreation project fits most communities' economic picture. Hundreds of boys and girls besiege employers for summer work which does not exist. Knowing that young peoples' interests and needs require physical work and fair wages for work done, Berkeley employers could not realistically absorb the youth of the community every summer. Prompted by concern for their young people, a group of Berkely citizens faced the problem 9 years ago.

A budget was drawn up and work projects were set up and submitted to the city council. Details of workmen's compensation, public liability, social security, income tax deduction, work permits, payment at end of program, clearance with labor commission, and contracts of hire were all worked out. The program is administered by the Berkeley Workrecreation Camp Committee.

Selection of the participants is determined by their age, their social need of work experience carrying as much weight as their economic need. All races and religious groups are included. Selection of the young people is also made on an equal neighborhood basis. This last rule assures inclusion of youth from various social and economic areas of the city.

One of the local hospitals gives physical exams to all the participants to assure their fitness.

The chosen youth are given contracts of hire which they and their parents must sign. Reporting to work, the young people are assigned to work units in city parks, on school grounds, at the model yacht harbor, in schools and libraries, or wherever there is work they can do. They are paid \$1 an hour.

The young people work under the supervision of regular park and board of education foremen. An orientation meeting is held for the foremen to prepare them for supervising young workers.

Workrecreation youth bring and carry their own lunches.

For further information, contact. - Elmer Homo, Secretary, Berkeley Workrecreation Committee, 1375 University Avenue, Berkeley 2, Calif.

Summary of Referrals to Psychology Department

Calendar Year, 1966

	A	B	C
January	6	37	24
February	11	52	30
March	4	53	47
April	3	57	46
May	2	66	15
June	0	62	22
September	6	46	4
October	17	106	20
November	9	38	11
December	5	55	34
Total	63	572	253

Plus others bringing the total to 1156

A- Study of Learning and/or Behavioural Problem
(Secondary Schools)

B- Study of Learning and/or Behavioural Problem
(Public Schools)

C- Testing for admission to Special Education
or Vocational School

APPENDIX

A Typical Working Day -- Peter Joyce, Youth Worker

2.00 p.m. Phoned a lady from Lakeview United Church Women
Arrange with her for entertainment by drop-in centre
boys at a church dinner.

Talked to Mr. C., a retired gentleman interested
in buying tools for the kid to set up a wood-working
shop. He also donated two old radios and gave Peter an
idea for building therapeutic frames to sell to a
retarded children's school.

Talked to a parole officer and a police sergeant
about a boy who had been caught burning the church door,
and whom Peter had also seen sniffing glue. They thought
the boy might have to be sent back to training school.

4.00 p.m. Met the boy and told him what the parole officer
and police sergeant said. He discussed this and the
glue sniffing with him.

4.30 p.m. Returned merchandise that had been used for the
drop-in display during Continuing Education Week.
Accompanying him was another boy with whom he discussed
the possibility of arranging a dance at a local school.

5.00 p.m. Arrived at Mrs. K's house to finish an
Operation Odd-Job project, the digging of a trench
around her house in order to waterproof the outside
wall of a recreation room. Ten boys arrived soon after.
Since they had only 5 shovels and 2 picks, the 11 of
them worked in shifts. At 6.30, Peter ate his sand-

wiches for supper and Mrs. K. brought out soft drinks. The boys joked about being ditchdiggers and everyone was happy.

8.00 p.m.

They returned to the drop-in. 25 kids were already waiting. A madhouse scene developed. Two radios blared and a couple of boys started to play snooker. Others were arguing about who was to play the next game. Two boys started to put on the boxing gloves, and 3 girls began to make a tissue dispenser to sell for the drop-in.

He set up a small cabinet in the corner for two boys who wanted to sell soft drinks and cigarettes. He got them paint and brushes. They arranged to give 60% of the profit to the drop-in, keeping 40% for themselves.

Three boys had not bought membership cards and he talked with them. Two agreed to give him the money on payday. One paid him and Peter made out a membership card.

He talked with 2 of the 3 boys with whom he was to go hunting on the weekend. They were thinking of taking liquor with them. First, Peter discussed hunting licenses and shotguns with them, only later bringing up the subject of liquor. They are both 17 and have been drinking regularly (one with parental

approval) for at least two years. He has known them both well for about 4 months. He has been to court with one and has discussed with the other his poor relationship with his mother. He knows the mother well and has restored some balance between mother and son. The problem as Peter presented it to them was (a) that if they drank, his presence would seem to condone it, and his reputation would be at stake; and (b) that drinking and hunting don't mix. Both boys agreed with him, saying that it didn't really matter if they took liquor or not. Peter made a note to talk to the third boy.

Phoned Mr. T., a frequent volunteer who works for a paint company. Yes, he could get four gallons of exterior paint at half-price for upcoming odd-job. He had also been in touch with a drafting firm and a lumberyard, and could get a good price for materials and plans for a garage and a rod and custom club at the drop-in. The publicity the drop-in was getting interested the companies, who felt that it would be good public relations for them to help.

At this point the music was too loud and Peter asked the kids to turn down the radios. He returned to the phone in the small furnace room.

Phoned the local newspaper to confirm an odd-job lawn-mowing at its office. The night editor asked how the project was going and Peter replied that they hadn't been besieged with calls but he was hopeful. The paper would help in any way possible.

He called Father LeBlanc, a priest at St. Dominic's Church, to explore the possibility of opening up a coffee-house in the changing rooms of a near-by park. Fr. LeBlanc seemed interested and a meeting of the local Jay Cee's, Peter and some drop-in kids, Fr. LeBlanc and teenagers from his church, and Rev. Marilyn Hunter with young people from her church, was arranged for two weeks later.

9.00 p.m. The centre has become less crowded, only a group of ten remained, the same ten who stay every evening until closing time. One couple sat on the sofa in the "psychedelic room" and several were around the pool table. Three boys were quarrelling about who was to play the next game. Peter settled it.

A 21-year old young man whom Peter has known for a year arrived to tell him that he was leaving Lakeview to live on a farm with his family. It was too noisy to talk seriously inside, so they went down to the lake to talk while skipping stones. The boy had lost his job and was in debt but hoped to find a

job as a truck driver near his new home. He seemed quite positive that he could make a go of it; in fact, he was engaged to be married soon. They talked about "unidentified flying objects" (after seeing a shooting star) and cars. He showed Peter his "1957 Chev", one of three cars that he owned. After 15 or 20 minutes, he said goodbye and left.

Waiting for him inside the centre was a boy who worked in a local factory and wondered if Peter knew anyone who wanted a job. This was a welcome switch. He discussed it with the boy on the sofa in the psychedelic room. The wage was only \$1.35 an hour. The boy didn't think that was enough and went back to his girl. Peter told the first boy that he'd look around for someone else.

He noticed a girl lying on a couch with her face to the wall and asked her what was wrong. "Nothing", she said. He let it go and started to shoot pool, noticing that one of the cue tips was gone again. Peter lost the game.

10.10 p.m.

Six people were there as he closed up. Two boys walked him to his car, one telling him about a football game his team is to play. Peter would be there. The other told him what was bothering

the girl on the couch. She had a crush on a boy who showed no interest in her. The girl was 17, skinny and unattractive. Her girlfriend had a steady boyfriend, but not her. She had been coming to the drop-in for several months and had thrown herself at every boy. She was one of the steadiest workers and never failed to help out in projects.

One of the boys locked the park gate for Peter and he was away.

On his way home he stopped at the home of Mr. H. of the Jay Cee's to tell him about the meeting concerning the coffee house. He arrived home just before 11.00 p.m.

A Word on the
YOUTH BRANCH - ONTARIO DEPARTMENT OF EDUCATION

Population growth and technological change are influencing the nature of job opportunities for youth. Changing values of work and leisure influence the kind of preparation and continuing education which youth require for responsible positions in our society.

The Youth Branch of the Ontario Department of Education will:

1. Investigate, study, assess, and make data available concerning Youth in society. Studies will deal with employment, family, recreation, community and continuing education.
2. Stimulate community participation in community analysis of local needs in so far as youth is concerned.
3. Advise and provide Research-oriented staff for community sponsored investigations on behalf of youth, provided such investigations are bona-fide appropriately controlled studies.

The Youth Branch employs Research Officers in Education and Sociology. These research officers study such topics as the effects of automation, the changing nature of job situations, the problems of youth who find it difficult to accept current social standards with reference to educational, recreational and employment opportunities. The total research effort will be directed (in co-operation with youth agencies) toward the development of practical programs and policies to help young people meet the challenges and opportunities of contemporary society.

Committee for Youth 1967.

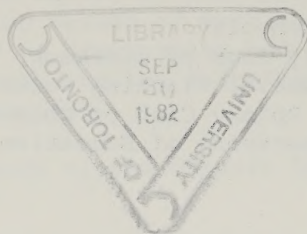
Wm. J. Hare - Community Schools

Harry R. Harrower - Rotary Club of Clarkson

Father Philip LeBlanc - Social Planning Council

Robert H. Watson, Q.C. - Rotary Club of Cooksville-Dixie

Youth Branch, Ontario Department of Education



acknowledgments

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COVER PHOTOS	HARV CHAPMAN
SPECIAL THANKS TO:	BRIAN CRUMP THE TEENAGERS OF PARK ROYAL LAKEVIEW ERINDALE WOODLANDS FOR THEIR INVALUABLE ASSISTANCE

